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AUTHOR	Delaloye, Joan E.
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ABSTRACT

This report describes a project developed by New York City Technical College which provides continuing education to the homebound older adults through linkages with colleges and social agencies and a peer teaching approach. Section I provides background information; outlines project objectives, which include the training of professional teachers for the elderly and of a group of older adults who serve as learning companions to the homebound elderly; and describes the project setting. After Section II introduces project staff, Section III describes how the project operates, i.e., older adults, designated as learning companions, enroll in courses held one day a week at convenient community locations and, between class meetings, they visit shut-ins to share class content. This section also explains the methods used to evaluate the project and that the subject, teacher, social agency, and course site were the factors considered most important to the success and value of the course to students. In Section IV, outcomes, information, and evaluative findings are presented based on teacher reports, student responses and comments, and an examination of the value of the peer teaching method in nursing homes and hospitals for the aged. Section V discusses the implications of the findings and the problems encountered. Finally, Section VI considers the significance of the project and offers recommendations. Extensive appendices include course lists, program guidelines, and materials that were developed. (HB)

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EXTENDING CONTINUING EDUCATIONAL SERVICE TO THE ELDERLY HOMEBOUND

TEACHING THE ELDERLY HOMEBOUND THROUGH LEARNING COMPANIONS - A PEER TEACHING APPROACH

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August 1981

TEACHING THE ELDERLY HOMEBOUND
THROUGH LEARNING COMPANIONS -
A PEER TEACHING APPROACH

Developed by: THE INSTITUTE OF STUDY FOR OLDER ADULTS
THE DIVISION OF CONTINUING EDUCATION
NEW YORK CITY TECHNICAL COLLEGE
300 JAY STREET
BROOKLYN, NEW YORK 11201

Prepared by: Joan E. Delaloye
Project Director

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ABSTRACT

The purpose of the project, Extending Continuing Educational Service to the Elderly Homebound, is to develop a model that establishes linkages between colleges and social agencies to provide continuing education to physically and emotionally impaired homebound older adults, to enrich the lives of shut-ins through education and to maintain the homebound in their environments by keeping them mentally alert.

Older adults, designated as learning companions, enroll in courses of study one day a week for ten week periods. In between class sessions they visit shut-ins to share class content. Classes are held at convenient locations in the community, including senior citizen centers, libraries and housing projects. Television is used as the primary teaching aide.

A variety of materials, including teacher guidelines, course outlines and a project manual have been developed for the project.

Data gathered in the project has included elder students' written and oral comments, results obtained from a questionnaire distributed to students, observations of classes and teachers, teacher's written reports and the use of the Spearman Rank Correlation Methodology to ascertain significant project factors.

We found, that community colleges can develop significant relationships with social agencies to imaginatively combine their separate resources for the benefit of the homebound elderly and that shut-ins, in spite of debilities and infirmities, can actively participate in educational programs that enrich their lives.

Practitioners will learn the skills required to recruit elders and the support and reinforcement older adults need to continue learning. Policy makers will be reminded of the value of life-long learning and the need to establish secure funding patterns to guarantee continuing education for elders.

Summary of Significant Findings

In a three year period, 1978-1981, the Elderly Homebound Education Program reached 1,455 older adults including 667 homebound elders and 778 learning companions. These older adults participated in 73 courses offered in New York City and selected areas of New York State. Courses were funded in New York City by AoA and by a grant from the New York State Education Department under Title I of the Higher Education Act, 1965. Courses in New York's upstate areas, funded by Title I, were developed through a consortium of universities throughout the state.

Significant Findings

We found that it takes considerable organizational time and skill to develop courses for the homebound. The recruitment and linking of learning companions and homebound elders, the selection and training of teachers, and the selection of social agencies and course sites requires perseverance and commitment.

Once the groundwork is laid, the subject studied by elders is especially important. Whenever possible, elders should select their own courses. Using the Spearman Rank Correlation Methodology, we found that in ranking various factors leading to project success, the subject studied ranked most important, followed by the cooperation received from the participating community agency, the teacher selected and the site where the course was given.

Crime, particularly in urban areas, has an impeding effect on elders' participation in programs as repeatedly discovered.

The elders who partipated in courses fell into several categories--the volunteered to visit the homebound, they were employees paid by social agencies to perform various services for the homebound such as homemaker services or they were residents in nursing and adult homes. Those paid shared the course in conversations with "clients" while performing their regular tasks such as homemaker services. Some were unable to make the transition from worker to learning companion and were not viewed by the homebound as an "equal". In other cases the relationships which already existed between the elder worker and the homebound person were enriched and deepened.

It was clear that many elders were excited about learning and sharing knowledge with each other. The program allieviated some of the isolation and loneliness shut-ins often experience. The learning companion's social visit with the homebound, coupled with the knowledge brought, brightened their (the homebound's) days.

In a questionnaire distributed to a sample of students, many felt the program had a positive influence on their lives and feelings of life-satisfaction.

Finally, the elderly homebound program demonstrated that community colleges and social agencies can develop significant relationships with each other and other educational institutions to create imaginative programs for elders.

Implications

It is apparent that social agencies invited to participate in such projects must demonstrate the willingness and ability to offer staff time and resources to organize courses. Without this, the chances of success are slim.

Colleges and agencies must consider elders' fear of crime and plan for it by providing transportation for elders, encouraging them to travel in pairs, having them accompanied by high school students or volunteers as well as developing other innovative ideas.

Time and thought should be devoted to the linking of learning companions and homebound students so that personality conflicts and other problems do not impede the learning process.

Community colleges, organizations serving the aged and funding sources must be made aware of educations' varied benefits to elders, especially shut-ins. Besides reducing isolation and loneliness for many, these programs enable older people to feel useful again and to feel thay are contributors to society. Permanent funding patterns are needed rather than short-term projects.

Recommendations

In organizing elderly homebound courses, recruitment of students will require great time and energy. Much work is required with social agencies to enlist their cooperation and support. Careful selection and training of teachers will ensure quality instruction. Teachers are the prime motivators of learning companions, encouraging and supporting them in their difficult task of reaching out to shut-ins. Teacher visits to homebound students improves instruction and more significantly involves the "unseen" homebound student.

A variety of courses should be tried. Experimentation and acceptance of elders' ideas for courses will revitalize the program. Intergenerational courses, using younger prople as learning companions, should be offered.

Illustrative materials, such as course outlines, student assignments and teacher guidelines are necessary and can be modeled on those used in this project. The homebound manual produced by this project will be helpful in organizing a similar program elsewhere.

Finally, the attention of governmental and private organizations must be brought to the myriad needs of older persons and the role that education can play in meeting those needs.

I. INTRODUCTION

A. Background Information on the Project

Since 1970, the Institute of Study for Older Adults (I.S.O.A) a part of the Division of Continuing Education at New York City Technical College (formerly New York City Community College), has been providing courses for thousands of older adults at senior citizen centers, libraries, churches, "Y's" and union retirement halls. Many of the elders who participate have had little prior exposure to education. These I.S.O.A. courses provide a valuable and stimulating educational experience for older adults but primarily attract a mobile, well-elderly population whose physical and mental resourses allow them to participate in such programs.

There is another segment of the elderly population, however, that is homebound. Due to physical, emotional and other impairments these shut-ins are often unable to participate actively in traditional educational programs - programs which continually remain out of their reach. In 1975-76, the Division of Continuing Education at New York City Technical College joined with United Neighborhood Houses (U.N.H.), a federation of 36 settlement houses and neighborhood centers located throughout New York City, to develop a pilot project designed to bring courses to the elderly homebound. We linked with U.N.H.'s Senior Companion program which employs senior citizens as friendly visitors of elderly shut-ins. The Senior Companions enrolled in college-level courses which they agreed to share with the shut-ins they visited weekly.

In the pilot project, groups of 20-25 Senior Companions took nine week courses in Sociology and Gardening given by New York City Technical College at U.N.H.'s facilities. Each of the nine sessions, led by a qualified I.S.O.A. teacher, was followed by the Senior Companions' visit to their homebound student-client. In the weekly classroom sessions, Senior Companions discussed their visits with the homebound students and raised any problems they had experienced.

About 60% of the students, including both homebound and Senior Companions, completed the two courses and received certificates from New York City Technical College.

Encouraged by the success of this pilot study and the potential for reaching greater numbers of homebound elders, New York City Technical College sought funding to expand this project throughout New York City and New York State. Using the U.N.H. model, New York City Technical College recruited elder students to participate in this project as Learning Companions (L.C.'s). The L.C.'s shared and transmitted what they learned in class with homebound elders in order to reduce the isolation and lack of stimulation so often experienced by shut-ins.

In September 1978, with funding from the Administration on Aging, under Title 111, Section 308 of the Older Americans Act and funding from the State Education Department, Title I, Higher Education Act of 1965, the

Elderly Homebound Education Program was launched in New York State.

From September 1978 to June 1981, seventy-three courses enrolling over 1,445 elderly students-half of whom are homebound, were given in New York City and selected areas of New York State.

B. Statement of the Problem

The purpose of the elderly homebound project is to develop a model that establishes linkages between colleges and social agencies to provide:

1. Continuing education to physically and emotionally inpaired homebound older adults.
2. Enriched lives for shut-ins through an educational program.
3. Maintainance of the homebound in their environment by keeping them mentally alert.
4. Production of a manual to assist other colleges and universities in replicating this service.

The specific purposes of the project are to:

1. Train a cadre of professional teachers to use this method of teaching the homebound, pilot tested by the Institute of Study for Older Adults and United Neighborhood Houses.
2. Train a group of elders involved in visitation programs to use education to enrich their interaction with the homebound.
3. Prepare a manual to assist other colleges and universities to replicate this program.
4. Share, complement and extend resourse utlization by establishing relationships with social agencies such as United Neighborhood Houses, The Jewish Association for Services for Aged, (J.A.S.A.), Self-Help, and the Nutrition (Title Vll) group of Area Agencies for Aging in order to:
    a) bring this home-education service to shut-ins.
    b) involve a group of Learning Companions (L.C.'s) to work with shut-ins.
    c) become advocates for education for the homebound among social and government agencies and,
    d) help carry on and expand the potential of education for the homebound in the future.
5. Field test this program in a variety of institutions in urban settings with representative social agencies in New York City.
6. Develop and field test curricula for a least eight courses in different subject areas.
7. Help sustain the homebound through education by presenting specific knowledge that will enable them to:
    a) follow world events and domestic politics and government.
    b) explore history and literature.
    c) adopt hobbies such as photography and home gardening.

8. Study a variety of subjects such as Psychology and Sociology for elders' self-interest and personal development.
9. Make the homebounds' television viewing and reading more interesting, meaningful and pleasurable.
10. Give shut-ins a feeling of accomplishment by mastering a body of knowledge.
11. Provide recognition for their efforts by presenting elder students with a certificate of completion from the college at the end of each semester.
12. Prevent the necessity of the physically and mentally impaired from entering nursing homes by making their home environment more fruitful.
13. Help L.C.'s function as contacts and catalysts between the homebound and social service agencies with the potential to help in crisis intervention.
14. Save public monies by maintaining more older adults at home rather than in hospitals or high-cost nursing facilities.
15. Plan for future work in the field of education for the homebound.

There are theoretical and practical considerations underlying the specific purposes and goals of the Elderly Homebound Education Program. Since it began in 1970, the Institute of Study for Older Adults at New York City Technical College has been committed to the value of education for its own sake for older adults in our society. There is ample evidence that older adults are highly motivated and capable of learning at any age. Under the right circumstances, older adults have discovered their ability to digest complex and abstract fields of knowledge. In an educational setting that is easily accessible, where older adults are surrounded by their peer groups and understanding teachers who adapt the learning program to their particular needs and learning patterns, academic education for the elderly can flourish.

The assumptions underlying this project have been drawn largely from the prior experience of the I.S.O.A. They include:

1. You are never to old to learn.
2. To remain mentally healthy, the mind must be engaged regularly.
3. Many older adults have a great thirst for knowledge.
4. Mastering a body of knowledge can serve the important function of ego restoration among older adults.
5. Education has great emotional significance to older adults. Long denied higher education takes on great significance to them.
6. There is often significant personal growth and development that comes with learning.
7. Education can help older adults to better understand society, ageism, and alternatives to present societal structures and mores.
8. Many older adults have a need to find meaning in life in the later years. Education can be a great help in achieving this.
9. Understanding and appreciation of the arts can be heightened by education.
10. Through education older adults can achieve a better and fuller use of leisure time.
11. Older adults can satisfy intellectual curiosity - long neglected areas of interest can be explored.
12. Older adults can regain mental and physical health through the stimulation of higher education.

13. Older adults have earned the right to education from our society. They have paid taxes and contributed their efforts, abilities and services for many years.
14. Most older adults do not seek credit or degrees but rather the knowledge to be gained, the opportunity for interesting discussion and the excitement of new ideas from higher education.
15. Continuing education in a familiar and informal setting best meets the educational needs of the older adult.

In a recent article on "Aging in the 80's", New York City Department for the Aging Commissioner Janet S. Sainer, stated that in 1980, the proportion of elders over the age of 75, which was at 23 percent in 1970, is expected to be 27 percent and will continue to increase. Further, this age group is most likely to be frail and afflicted by chronic illness and to be in need of a host of special services. Even when recovery is expected, the period of infirmity for older adults is greater than any other age group. Many of these elders are shut-ins who with proper help may avoid spending the rest of their days in nursing homes. The dollar saving to society in maintaining shut-ins in their homes can be considerable. But more than physical support is necessary to prevent shut-ins's homes from becoming lonely traps far worse than nursing homes.

We must also consider the risk of psychological damage resulting in mental impairment that often develops among the homebound because of the loneliness and apparent hopelessness of their situation. This can occur during a period of convalescence in a person whose prognosis may otherwise be for a good physical recovery.

For these two reasons - to prevent mental illness or functional senility and to make their remaining days rewarding and interesting - the Division of Continuing Education sought to provide an interesting and stimulating environment for shut-ins which would have a positive effect on their cultural, mental and intellectual needs.

C. Project Setting

As part of an urban community college, the Division of Continuing Education at New York City Technical College strives to reach out to individuals and local community groups throughout New York City with educational programs that can have a significant impact on people's lives. Courses are generally given at local community sites rather than on campus. For the older learner this factor may be of great importance. Older adults are often fearful of taking courses on the college campus after a prolonged absence from formal education. Others have had little prior exposure to education and lack confidence in their ability to learn. For some elders, transportation to the college may be physically difficult and financially prohibitive.

All of the courses in the Elderly Homebound Project have been held at local community sites throughout New York City. Courses have been given at senior citizen centers, settlement houses, churches, "Y's", senior citizen housing projects, nursing homes and organizations working with disabled older adults. Space is provided without cost by these agencies whose elder members often enroll in the course being given. The availability of these courses in local neighborhoods makesthem immediately accessible to senior citizens and increases the likelihood of successful student recruitment and regular attendance. This also promotes visibility of the program in the neighborhood permitting recognition and knowledge of its goals by a wider audience-the community at large. This is important if the public is to become more aware of and sensitive to the serious problems, including isolation and poor health, that confront the aged in society today.

II Project Staff

Dr. Peter Oppenheimer, Coordinator of Older Adult Programs, Division of Continuing Education, at New York City Technical College, provided over-all supervision of this program. Dr. Oppenheimer served as Director of the Institute of Study for Older Adults for six years and is a past president of the New York State Association of Gerontology Educators. In addition to developing the Elderly Homebound Education Program, Dr. Oppenheimer has developed programs at New York City Technical College in Consumer Education, Ethnic Heritage Studies, and Advocacy and Leadership Training. All of these programs evolve from the concept of peer-teaching, help and training among the elderly.

Ms. Joan E. Delaloye, project director, has been working with this program since its inception in 1978. Ms. Delaloye has a Master's Degree in Social Work from Fordham University. From June to December 1978, Ms. Delaloye worked on the Homebound Program as Mott Fellow under a grant to the American Association of Community and Junior Colleges. In December 1978, she became the grant's program coordinator and later the director. A full-time staff member, Ms. Delaloye selects course sites, recruits students, hires teachers and handles administrative responsibilities.

Robert Disch worked part-time on this project as Lead Teacher. Mr. Disch was responsible for the interviewing, selecting and training of the project faculty and developing techniques for teaching shut-ins and Learning Companions. He has taught several courses in the homebound program and assisted in evaluating faculty performance.

Mr. Disch, who has a Master's Degree in Sociology from Goddard College, has taught in New York City Technical College's Institute of Study for Older Adults since its inception ten years ago.

Stephen Joseph was employed on a part-time basis as the project's manual writer. Mr. Joseph has also taught elders in the Institute of Study for Older Adults. Most of his time on this project was spent in gathering material for the manual through consultations with the project faculty, staff, elder students and social agency staff. He also attended conferences and became intimately acquainted with all aspects of the project.

Many of the project teachers were selected from the part-time faculty of the I.S.O.A. Their diversified backgrounds include specializations in psychology, sociology, research, anthropology, black studies, history and social work, among others. Teachers with previous experience in teaching older adults were preferred because of the unique skills called for in this project, namely, teaching a virtually unseen homebound population through an intermediary--an older adult "Learning Companion" (L.C.). Several teachers taught more than one course in the program and as a result learned the importance of carefully and effectively preparing L.C/'s to visit and share course content with the homebound.

With Funding from the State Department of Education Under Title I of the Higher Education Act of 1965, this project was expanded beyond New York City through the development of a consortium of five educational institutions in New York State. Part-time coordinators were employed at each of the participating institutions, namely, the State University of New York at Albany, the State University of New York at Buffalo, the State University of New York Agricultural and Technical College at Farmingdale, Broome Community College and the State University College at Brockport. The coordinators organized courses, recruited students and developed cooperative relationships with social agencies in their respective regions. The project remained under the central administration of New York City Technical College.

III Methodology

A. Methodology Used

The methodology developed in the elderly homebound project evolved from the 1975-76 pilot study conducted by New York City Technical College in cooperation with United Neighborhood Houses. U.N.H. has a Senior Companion Program that employs older adults as friendly visitors of the homebound elderly. Each Senior Companion visits at least one homebound elderly client daily. In the pilot study, twenty-five Senior Companions took two nine-week courses given by New York City Technical College in Gardening and Sociology. During their weekly visits with the homebound, the Senior Companions shared what they had learned in the previous week's class.

From 1978 to 1981, under funding from the Administration on Aging and from the State Department of Education, New York City Technical College expanded the model developed in the pilot study throughout New York State. Seventy-three courses were given in cooperation with eighty-six social agencies throughout New York State enrolling 1,445 elder students, half of whom were homebound. Courses have been offered in a variety of topics including:

Psychology of Everyday Living
Sociology
The Influence of Television on our Lives
Creative Writing
Birds Around Us
Comparative Religion
The History of the American Family
Current Events
Parallels in Jewish and Black History
The American Short Story

Each course was conducted for nine weeks meeting once a week for a two hour period. Courses were held at local community sites and enrolled approximately 12 to 15 students designated as "Learning Companions". An equal number of homebound students were recruited and linked to the L.C.'s. We found that groups of 12-20 students were more effective for class discussion and interaction. Each class had a total enrollment of approximately 24-30 students including L.C.'s and shut-ins. Every Learning Companion (L.C.) met with at least one elderly homebound student weekly to convey the information gained in class and the essence of the discussion to the homebound student. Visits to the homebound took place in between the L.C.'s weekly class sessions. The time and length of the L.C.'s visit with the homebound varied from a half-hour to two hours and was arranged at the mutual convenience of both.

In the second year of the project (1979-80), we found it essential to add an orientation session to the nine week courses making each course ten sessions. Regardless of the amount of preparation students received before courses began, we repeatedly found that many students were unclear about the focus and goals of the program and their roles in it. Most students were not accustomed to the idea of a peer teaching approach which this program utilizes. The orientation sessions helped to clarify the project's aims and direction.

The orientation session was conducted by the project coordinator and the course teacher. Depending upon the needs of each group these sessions were conducted for 15 to 60 minutes. The remainder of the first class session was devoted to ensuring that each L.C. was properly matched with a homebound partner. If students had not been matched, the coordinator enlisted the assistance of social agency staff to complete the matching.

The teacher also used this session as an introduction to the course and as an opportunity to learn what students would like included in the curriculum. Teachers also explained to students, that as a part of their teaching responsibilities, they would be visiting at least four homebound students to assess their educational needs.

The Institute of Gerontology at the State University of New York at Albany perticipated in the project in 1979-80 under funding the State Department of Education, Title I Higher Education Act, 1965. SUNY Albany developed the following orientation schedule for Learning Companions which can be adapted by other groups to suit their needs:

LESSON PLAN FOR ORIENTATION OF LEARNING COMPANIONS

Setting:	Chairs arranged in circle or around a table. Check availability of refreshments. Check lighting, ventilation, and entrances.
Materials:	Lists of names of Learning Companions and Homebound Learners. Program booklets (do not distribute). Pencils. Nametags.
1:30-1:45	Introductions: Introduce self and teacher. Ask group to pair off. Each person tells partner name, favorite story, soap opera, poem, bird (whichever pertains to course) and why taking the course. (5 minutes). Each partner introduces the other to the group by telling the partner's name, favorite story, etc., and why taking the course, (10 minutes).
	Leader begins.
1:45-1:55	Purpose of the Program - Brief description similar to that in program booklet. Benefits - Elicit three to four suggestions of benefits from the group. Avoid repetition of answers, rather toss about with open-ended questions. 1. Why do you feel this is valuable to you. 2. How does the homebound learner benefit aside from the course material; etc. Mention Certificate of Participation to be given at close of the program.
2:00-2:20	Review applicable Course Offering listed under Scope of Program. Emphasize first fifteen minutes for problem solving. Refer to Snags and Solutions at end of program information.
Teacher:	Teacher gives description of class.
2:20-2:30	Break for coffee. A break is necessary here, however, its length is negotiable. During break, distribute books.
2:30-2:40	The Learning Companion - Refer to the role of the Learning Companion. Stay within the scope set forth in the program booklet.
2:40-2:50	The Homebound Learner - Description and what to expect. Leader and group. Elicit from group suggestions on (1) How to introduce yourself; (2) conditions and settings of the Homebound Elderly.
2:50-3:10	The Visit Plan - Review and explain the Visit Plan schedule.
3:10-3:20	Refer to Helpful Hints in the program booklet. Elicit further suggestions from group.
3:20-3:30	Summary, review purpose of program and visits. Clarify procedure. Thanks!

SUNY Albany also developed booklets for Learning Companions and homebound students to introduce them to the purpose and goals of the project. These can be found in the appendix.

Television was used extensively in the project as the course textbook. In a prior study, New York City Technical College learned that a large percentage of older adults own television sets which they watch regularly. In addition to being accessible to many older adults, television was also a helpful aid to elders who were unable to read. We found that blind or legally blind students were often able to "listen" to T.V. shows and could participate in the courses.

The use of television in this project also enabled us to develop more discriminating T.V.,viewing habits in older adults. If T.V. was accepted as a main source of entertainment to many older adults, particularly shut-ins, why not enable older adults to learn to select shows with a more discerning eye and become more than just passive viewers.

In order to use television most effectively, New York City Technical College contacted all of New York City's television stations in the Spring of 1978. We were placed on their mailing lists and began receiving advance program schedules. The project's lead teacher reviewed these materials and sent copies to teachers when relevant to the course subject matter. A notice and description of the show "60 Minutes", for example, would be sent to sociology, psychology or history teachers. Teachers would prepare assignments based on the shows and distribute them to students. Each L.C. would receive two copies of the assignment - one for themselves and one for the homebound student they visited. Students and teacher would watch the show during the week and discuss it at the next week's class. L.C.'s then discussed the show with their homebound partners. The following week they would share the homebound students reactions to the program with the class. Using these T.V. materials as well as more conventional materials related to the subject matter, teachers organized their curricula for the ten week courses.

If T.V. materials were not relevant to course content as was the case in a course given on Modern Israel at a senior citizen housing project in Brooklyn, newspaper articles and other materials were used instead.

Aware of the pertinent shows that were scheduled on T.V., teachers distributed handouts weekly to students lising the T.V. shows to be viewed that week, the hours they would be aired and several questions related to the show. Space was provided on the handouts for students to respond to the questions if they wished. Learning Companions received two copies of the assignment and gave one to the shut-ins they visited.

The following is an example of T.V. assignments given to students and the questionnaires developed by the teachers related to the T.V. programs. L.C.'s distributed a copy to their homebound co-learner. If Learning Companions were unable to read the materials due to poor eyesight or inability to read, the material was discussed with the student instead. In turn, Learning Companions read or interpreted the material to those elderly homebound students who were unable to read it themselves.

Several examples of these assignments can be found on the following pages:

NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
450 West 41st Street, New York, N.Y. 10036. 239-1620

Division of Continuing Education
Voorhees Campus

In a course dealing with social issues entitled "The World About Us", which was developed by SUNY Buffalo, the teacher distributed the following assignment of T.V. shows to the students:

ELDERLY HOMEBOUND PROGRAM

"The World About Us"

Assignment #1

1. Who Remembers Mama Wed. April 18 Channel 17 10 P.M.

   Experiences of middle-aged women when they loose their roles as homemakers.

2. Across the Silence Barrier (NOVA) Thurs, April 19 Channel 17 8 P.M.
   " Sat., April 21 " " 2 P.M.

   The world of deafness is explained in a society that hears and takes language for granted.

3. Over Easy Wed., April 18 " " 12Noon

   Depression in older people is discussed.

4. Over Easy Thurs., April 19 " " 12Noon

   Free meals are served to Senior Citizens.

While watching these four programs the teacher asked students to consider specific questions. Students were invited to write down their thoughts for discussion in class the following week. All written assignments were entirely voluntary.

(Examples of questions for students on next page).

Who Remembers Mama?

1. The role of homemaker is lost to many middle-aged women, not only through divorce but by widowhood. Women on the average can expect to live 7 years longer than men.

   What can you think of that might help displaced homemakers cope with their problems? Who should help? What kinds of help would you suggest?

Across the Silence Barrier

2. Hearing is one of our most valuable senses, yet approximately 7% of all middle-aged people suffer some hearing loss. By age 65 the percentage has jumped to over half of all men and a third of all women. Loneliness and isolation, often leading to emotional distress, can result from this.

   How would you suggest those with hearing loss might compensate?

   How can others assist in communication with one who has a hearing loss?

Over Easy

3. Depression is the most frequent emotional disorder after middle years and causes many persons to withdraw from active participation in social life and lose a measure of their self-esteem.

   How might people recognize depression in themselves? In others?

   What do you think people could do to help overcome depression in themselves? In others?

Over Easy

4. Because of support like delivered meals, many people can remain in their own homes rather than in nursing homes.

   What other kinds of services do you think can assist people in this way?

   Would you know how to contact them?

In the Introduction to Sociology course the instructor distributed this assignment at the first session of the nine week course:

NEW YORK CITY TECHNICAL COLLEGE

ELDERLY HOMEBOUND PROGRAM

INTRODUCTION TO SOCIOLOGY

Assignment #1: Values, Beliefs and Customs

SURVIVAL: WORLD'S WILDEST VILLAGE (Sunday, Nov. 5th, Channel 11, 7:00 P.M.). John Forsythe, host, explores an incredible village made up half of people and half of wild animals living in harmony....Vitshumbi, located on Lake Edward Asire, Africa. Should be fascinating.

THE WALTONS (Thursday, November 2 and/or 9th, Channel 2, 8:00 P.M.).

We will compare the idealized family values portrayed in the Waltons with the values and customs of the Vitshumbi.

BEHOLD WONDEROUS THINGS: POTLUCK HUNGER (Sunday, November 5, Channel 2, 10:00-10:30 A.M.) Iowa church picnic graphically illustrates concept of world as "global village". The picnickers draw cards that indicate which continent they were supposedly born on. Food quantities are then issued according to the resources actually available to the people of the various continents. Point: to show how resources contribute to the way people live and think, to their values and customs. Charles Collingwood narrates.

QUESTIONNAIRE

1. How do the people of Vitshumbi look at animals and nature? In other words, what are their beliefs about animals and nature? Discuss these "attitudes" with Learning Companions.

2. Are these "attitudes" or beliefs the same as ours or different?

Same________________ Different________________

3. How would you compare the way of life of the Vitshumbi to that of the Waltons? Better___________ Not as Good___________ Simply different___________
Would you write down some of the reasons for your answer.

____

____

4. What are some of the things that are important to the picnickers in the Global Village Picnic? Please list a few of these "values".

5. Please write down some of the beliefs of the picnickers.

6. List a few of the customs of the picnickers.

7. In the Global Village Picnic, how is the way in which the food is distributed related to the values, beliefs, and customs of the picnickers? Please discuss this relationship with Learning Companion.

8. Optional Question

If you could be reincarnated - return to life after death - what kind of society would you like to live in? Please answer this question in terms of values, beliefs and customs. Discuss with Learning Companion.

The following is an example of an advance program schedule provided by Channel 7 - WABC - in New York City:

VALENTINE (Ch. 7, Dec. 9, 9:00 P.M.)

Pete Ferguson (played by Jack Albertson) is a 70 year old man who never lost the spunk and joie de vivre he had as a 21 year old. He's the self designanted cheerleader at Sunset Villa, a retirement home in Venice, California. While many residents there have bought into the philosophy of quietism (they spend their time playing cards, checkers, bingo and watching TV), Pete leads an active life. He is especially fond of jogging.

His lover and best friend is Gracie (Mary Martin), an adventuresome and independent-minded woman who writes a column for the senior citizens newspaper, the Ocean Front Weekly. They enjoy each others company to the fullest. Gracie's 38 year old daughter Emily (Loretta Swift) disapproves of her mother's involvement, but is unable to do anything about it.

When Pete finds out that Gracie is very sick, he has his friend Dewey (Danny De Vito) place a bet at the track. Their horse wins and with the money Pete takes Gracie on a trip. During their journey, they experience things they've never felt before. They are present when a young couple's first child is born amidst the grandeur of the mountains. They visit his brother Joe and end up in Aspen at a tavern fondly remembered from Gracie's childhood.

QUESTIONS AND EXERCISES FOR VIEWERS

1. For Pete Ferguson old age is not a long prison sentence with only a little time off for good behavior. His philosophy is expressed in a conversation with Emily, Gracie's daughter: 'If somebody told you that people grow old and die...they lied to you, see... Cause the truth is people grow old and live! It happens all the time. Old people are just your people who have lived longer". Does Pete's philosophy make you feel good about growing old?
2. Can you empathize with Emily's apprehensions about her mother's romance with Pete? Why do you think she is so judgemental? Gracie's granddaughter Lindy, on the other hand, is not upset about their intimacy. Would you be more apt to identify with Emily or with Lindy?
3. Does the Sunset Villa strike you as the type of place where you would want to spend your later years? Why or why not?
4. How do Pete and Gracie differ in their view of the past. What does he learn about himself in the confrontation with his brother Joe? What does Gracie realize in her return to the bar in Aspen? Is there anything from your past, you would like to change or revisit?
5. You are old, Father William, the young man said,
   And your hair has become very white.
   And yet you incessantly stand on your head.
   Do you think, at your age, it is right?
   --Lewis Carroll, Alice's Adventures in Wonderland

Do Pete's humor and crazy antics strike you as a way of coping? as a stay against despair? as childishness? Do you think you would be comfortable with him? What personal quality do you believe will serve you best in older adulthood?

6. There are two deaths in "Valentine". How well does Pete deal with each one in your estimation? Consider the dying of someone you love. How would you spend your last times together? What would you talk about? What would you want to do or see to "finish" or "close" your life together?

On the following pages, there are several examples of advance program schedules sent by the cooperating T.V. stations. The story line or subject matter of the T.V. shows was used by instructors to illustrate ideas or concepts and prepare questionnaires in a variety of courses including Sociology, Psychology of Everyday Living, and the Influence of Television On Our Lives.

MOVIES ON THE CBS TELEVISION NETWORK

May 23, 1979

ACADEMY AWARD-WINNER JACK LEMMON STARS IN "SAVE THE TIGER," ON "THE CBS SATURDAY NIGHT MOVIES," JUNE 23

Jack Lemmon stars as a man made desperate by the corruption prevading his life and who struggles to regain his self-respect, in the contemporary drama, "Save the Tiger," to be rebroadcast on "The CBS Saturday Night Movies," SATURDAY, JUNE 23 (9:00-11:00 PM, ET) on the CBS Television Network. The film, a 1973 Paramount Pictures release, was originally broadcast on the Network on 12/8/76.

Lemmon won an Academy Award for his portrayal of Harry Stoner in "Save the Tiger," which also stars Jack Gilford.

Stoner is a middle-aged garment manufacturer who awakens one morning to a nightmare: his business is going bankrupt, he is distraught over the emptiness of his life and he is overwhelmed by a sense of loss — of his youth, his vitality and his values.

Stoner, in a desperate financial situation, is forced to confront the seamy side of his business, pandering for his clients and seriously considering having a warehouse burned down for the insurance money. Thoroughly despressed, he meets Myra, played by Laurie Heineman, a free-spirited young woman who opens his eyes and gives him a new perspective on life. After spending the night with Myra, Stoner comes to a deeper understanding and acceptance of himself.

"Save the Tiger" was written by Steve Shagen and directed by John G. Alvidsen, who was later to receive an Academy Award for his direction of "Rocky."

Harry Stoner	Jack Lemmon	Fred Mirrell	Norman Burton
Phil Green	Jack Gilford	Janet Stoner	Patricia Smith
Myra	Laurie Heineman	Charlie Robbins	Thayer David

* * *

FEATURE

CBS TELEVISION NETWORK
PRESS INFORMATION
51 WEST 52 STREET
NEW YORK, N.Y. 10019

(BROADCAST DATE: Aug. 25)
"The Prince of Central Park"

July 23, 1979

RUTH GORDON: A NOBLE WOMAN MEETS A PRINCE

New York has played a major role in Ruth Gordon's life since an evening in 1915, in the Wollaston section of Quincy, Mass., when she declined her sea captain father's offer to send her to Sargent's School of Physical Education. Instead, she began to prepare to take the Fall River Line boat train to Manhattan's Grand Central Station and a trolley up the Broadway that was to bring her more than 60 years of fame.

"I loved it then, and I love it now, and anyone who doesn't love it doesn't know it," said the small, ebullient octogenarian as she looked out the window of her apartment at the city she has seen change dramatically in her lifetime.

Miss Gordon, who "will never retire because there's still too much to do," has consented, since turning 80, to take some time off each year; she enjoys her apartment, with its view of one of her favorite spots, Central Park, where she starred in the dramatic special "The Prince of Central Park," to be rebroadcast SATURDAY, AUG. 25 (8:00-9:30 PM, ET) on the CBS Television Network.

Not only was the role convenient for the actress, it also combined several of her favorite ingredients — the flavor of New York and the optimism that is a basic part of her philosophy of life.

"The story is about two children and a West Side lady, lonely people all," said Miss Gordon. "It's a lovely thing, sort of a modern Peter Pan. I could have been like that lady I play, except that I didn't wind up lonely on the West Side."

The character, Mrs. Miller, is a widow who frequents the park and becomes emotionally involved with two orphaned youngsters living there in a treehouse, after running away from an unhappy foster home. Like Miss Gordon, Mrs. Miller looks to the future and maps out new directions for her life to take, regardless of her age. Indeed, they are both optimists who believe in themselves.

"I believe in God, Jesus, life eternal, luck, my voices, myself," said Miss Gordon. "Pan me, don't give me a part, publish everybody's book but mine, and I will still make it. Why? Because I believe I will. If you believe, then you hang on."

The actress-author-playwright has believed in her "own voices" since 1915.

"My first speaking part was in the role of Nibs in Maude Adams' 'Peter Pan,' and I stepped out of a hollow tree and said my first line — 'What's a checkbook?,' " recalled the actress, whose triumphs now almost span the history of serious theater in America.

"I knew it then, and I know it now — New York is the place to be," she stated, "but only if you're with it. The great thing about New York is that it's tough; it can take it, and its people must be the same. Just about everything is a challenge — just getting across the street. You don't relax. You don't take it easy."

"There's no place in the country that's perfect, and I've been to most places," continued the actress. "Of course I'm not a fool. I wouldn't go walking out there in the park at 3:00 AM. In fact, when we were filming the special — in an area of the park known as the Ramble — which is way up in the middle and apparently rather dangerous, I was always accompanied by someone when I'd walk the one minute across a little bridge to my dressing room trailer."

Miss Gordon has seen a city grow, become more dangerous, more beautiful in parts, more ugly in others. She has seen it through many eras and trends.

"Of course I don't believe in trends," she noted emphatically. "I've lived through times when we all said '23 skidoo' and times when hula hoops were supposed to last forever."

Miss Gordon feels that it is how you learn from, and consequently grow from, all the bits of life you experience that count.

"I went on the stage when I was 18, and I did all right; but now that I'm over 80, I'm doin' a whole lot better," stated the actress who starred on Broadway when the century was in its teens and won a Oscar for the film "Rosemary's Baby" when the century had become a senior citizen.

* * *

Press Release WOR-TV / 1440 BROADWAY / NEW YORK, NY 10018 / (212) 764-6681

FOR IMMEDIATE RELEASE
CONTACT: LYNN McGOWAN

July 10, 1979

"STRAIGHT TALK" WITH MARY HELEN McPHILLIPS AND PHYLLIS HAYNES ON WOR-TV

MONDAY-FRIDAY - 11AM TO 12 NOON

GUESTS FOR THE WEEK OF JULY 23RD THROUGH JULY 27TH, 1979

Mon.
July 23rd
Guests:

UNNECESSARY SURGERY (R)

D. EUGENE SIBERY, Executive Vice President of Blue Cross Blue Shield of Greater New York.

RICHARD B. NOLAN, M.D., Chief of Surgery, Beekman Downtown Hospital, and President Elect of the Medical Society of the County of New York.

JOSEPH C. HOFFMAN, President of the Health and Hospital Corp.

IRWIN G. WILMOT, Executive Vice President of New York University Medical Center.

SAMUEL DAVIS, Director of Mt. Sinai Hospital.

Segment on pressures on hospital nurses.

RACHEL ROTKOVITCH, Director of Nursing, Long Island Jewish Hillside Medical Center, and MARGARET L. McCLURE, Director of Nursing at Maimonides Medical Center.

Tues.
July 24th
Guests:

(R)

JACK ANDERSON, syndicated columnist, discusses his career as a muckraker.

MARSHALL EFRON and ALFA-BETTY OLSEN, known for their work on the PBS series, "The Great American Dream Machine," will present their satiric views about eating.

Wed.
July 25th
Guests:

ASHLEY MONTAGU, anthropologist and social biologist discusses communications and love between human beings.

MARY DOUGLAS, Ph.D., Director of Research on Culture at the Russell Sage Foundation, discusses how culture influences our tastes in food.

When the project first began we did not have a specific design for these handouts and questionnaires. Instead of using handouts, several teachers wrote T.V. assignments on the blackboard which were copied down by L.C.'s and transmitted to the homebound. Other teachers handed out one copy of the assignment to the L.C.'s who shared it with the shut-ins. With each course, we became aware of methods that simplified and clarified the process of teaching L.C.'s and helped them to effectively reach homebound students.

The students in the elderly homebound program were recruited through the cooperation of numerous social agencies located throughout New York City and New York State. We contacted a vast number of social agencies and organizations serving older populations, described the elderly homebound education program to them and if they were interested scheduled further meetings and discussions. The project coordinators (including those upstate New York and on Long Island) visited social agencies and met with directors, staff and in many cases potential Learning Companions. Students were encouraged to select their own courses whenever possible.

The homebound students were also recruited with extensive cooperation from social agencies. Many agencies had identified homebound populations for whom they provided a variety of services including friendly visiting, homemakers and other services. Social agency staff, volunteers from senior centers and in some cases New York City Technical College staff telephoned, visited or wrote to these shut-ins to describe the homebound education program and learn if they wished to participate.

When an equal number of Learning Companions and homebound students had been recruited, agency staff linked L.C.'s with homebound students. In some cases L.C.'s chose their own homebound student/partner often a neighbor, friend or relative. The linking of students is an integral part of the program and is most effectively done by social agencies who know their senior populations best.

At the completion of each course, certificates were distributed to all students who completed seven of the ten class sessions. Graduation ceremonies were held at the course site and if possible homebound students were included if transportation could be arranged. Local community leaders or politicians were often invited to speak at these occasions. Older adults invited their families and friends. At the graduation ceremony held at the Church of the Master Senior Center in Harlem, students were addressed by the Church's pastor and a party followed. The students had taken a course in the Psychology of Current Events - a subject they selected. Other graduates of the Social Issues course at the United Presbyterian Residence in the Farmingdale area were invited by the teacher to her home for a luncheon where certificates were awarded. The Nursing Home arranged for vans to bring students to the teacher's home. For those students who were unable to make the trip, the teacher presented certificates to them individually in their rooms at the nursing home. Each graduation reflected the uniqueness of the senior group and the creativity and imagination of its students and teachers.

TEACHER TRAINING

Because of the uniqueness of this educational experience, we found it important to conduct teacher training seminars for even our most knowledgeable teachers. Although they were accomplished teachers of the elderly, few instructors had exposure to the specific educational needs of homebound students.

In the spring and fall semesters of the program, the Lead Teacher conducted teacher training seminars designed to make teachers aware of their responsibilities in this program and the problems they might encounter in helping Learning Companions become teachers of the homebound.

As our expertise grew, we revised and updated what was presented at these seminars. The following are two agendas for teacher training seminars held at NYCTC:

AGENDA

TEACHER TRAINING SEMINAR

ELDERLY HOMEBOUND PROGRAM

Time: 1:30 - 4:00 P.M.

Date: Monday, March 26, 1979

Place: President's Conference Room
300 Jay Street
Brooklyn, New York

1. Summary of first five sessions of Lead Teacher, Bob Disch's, Sociology Class. Identification of sucesses and failures.
2. Reports from teachers in the first cycle-fall semester, 1978.
3. Reports from teachers in spring semester, 1979.
4. Methods of reaching the homebound elderly through Learning Companions.
5. Methods of evaluation: How much is getting through?
6. Open discussion.

AGENDA

TEACHER FEEDBACK MEETING

ELDERLY HOMEBOUND PROGRAM

Time: 1:30 - 4:30 P.M.

Date: Monday, September 17, 1979

1. Brief discussion of current funding status of the Elderly Homebound Program.

11. Teaching Elderly Homebound students:

-What were the problems encountered in teaching elderly shut-ins?
-Did teachers' visits to their homebound or roombound* students give more focus to class discussion or development of curriculum? How?

-How can we invite greater participation by the elder homebound student?

-Was television a useful educational tool? What other methods (e.g., newspaper, poetry, radio) do you think would be effective in teaching the homebound?

-Were television mailings relevant to your classes?

-Did you develop assignments for your students based on television materials which were handed out to students in class? Were they effective?

111. Teaching Learning Companions (L.C.):

-Did L.C.'s understand their role in the program?

-What problems did L.C.'s encounter in visiting and teaching the homebound?

-How can we better prepare L.C.'s for their involvement with homebound students?

-Do you feel more training sessions are needed for L.C.'s before actual classes begin?

IV. Tape of students' remarks remarks at last session of a Sociology class at Cannan Baptist Church in Harlem.

V. Open discussion

*A few courses were offered in nursing home settings where the more mobile elder residents shared the course with roombound or floor bound residents whose movement was limited.

Guidelines for Teachers

Since the elderly homebound program covered a large geographic area and close teacher supervision was difficult, it was imperative that teachers have a set of teaching guidelines to consult. These guidelines were written by our Lead Teacher and were distributed at training seminars and teacher orientation meetings.

At orientation meetings we stressed the importance of teacher's visits with their homebound students which are mentioned in the guidelines. Without a first-hand knowledge of the special needs of the homebound, teachers would be handicapped in planning courses that meet the needs of these unique students. Teachers were therefore required to visit at least four homebound students usually accompanied by the Learning Companion. Through these visits, teachers also served as a role model for Learning Companions on how to teach the homebound.

TEACHING THE HOMEBOUND

Suggestions and Guidelines for Teachers

1. Goals of the Program

    A. To expand the world of the homebound elderly through educational experience.

    B. To help volunteers and homebound alike become more critical viewers of television.

    C. To both facilitate and enrich the interaction between the volunteers and the homebound through shared educational experience.

    D. To help the elderly deal with what has been referred to as "the fundamental task of old age, to encounter who we are...through involvement with the humanities and social sciences".

2. Teaching Suggestions: The following are hints which may need to be modified with each group you are teaching. Pick and choose as you wish.

    A. The First Class - The first class will be extremely important, especially for teachers working with unpaid* Learning Companions (L.C.'s). Plan the class well, but remain flexible. Take a break after the first 45 minutes. Use it for informal talks with the Learning Companions. If teaching a morning class, stop before noon. Students will be getting hungry and restless and some may have to leave early to go to lunch at their senior centers or other organizations.

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*Some Learning Companions were paid by their agencies as homemakers, home-health-aides, etc. Others visited the homebound as volunteers.

Leave the class with a stimulating question, idea or problem to open up the next session and to motivate them to attend the next class. Also, remember that the Learning Companions are assuming the new, challenging (and possibly threatening role of "teacher"). Some will necessarily be nervous and insecure. Mention that each participant including shut-ins will receive a certificate if he or she completes seven of the ten class assignments.

B. Remain Flexible - Do not continue with content or methods that fail to ignite student interest and involvement. Be ready to change direction at any time. If an assignment flops, shift to another approach. For example, many of us will want to use the relatively "highbrow" content on WNET/Channel 13. If it works, fine! If not try lighter T.V. materal. We've used "All in the Family", "Marcus Welby, M.D.", health-aide ads, and soap operas to provoke discussion of social issues. We've also used "The Biography of Margaret Sanger" with success.

C. Lecture/Discussion Format - Most teachers favor the lecture/discussion format. Straight lecturing usually fails. Involve the students in discussion.

D. Audio/Visual - Use television, slides, movies, film strips and A/V aides to enhance your classes. Public libraries have substantial A/V holdings.

E. Shared Experience - Whenever possible, schedule television or radio assignments so that Learning Companions and Homebound can watch a program together. This is not easy, but it definitely helps the educational process when it can be done.

F. What's Getting Through? - After presenting material to your class, stop and ask a few questions about content. Give an ego building true/false quiz. Find out how much is getting through; how much is missing the mark.

Remember: Don't embrass the non-literate or grade the papers. Often it is useful to repeat main points in two or three different ways. Many older adults have been trained not to question a teacher's authority. Encourage students to speak up when they don't understand or don't agree with your presentation.

G. Use Basic English - Keep all written handouts in clear, basic English. Proceed on the assumption that your students are intelligent but unversed in the conventions and vocabularies of scholarly discourse.

H. Push for Improved Performance - If your first few handouts seem to work well, expand homework assignments, and improve the quality of the television programs. See how far students will go in producing written materials and improving television viewing habits.

Administration

The questionnaire was administered to a sample of 30 Learning Companions from three Senior Citizen Centers. Nine students had recently completed their first course and 21 students were half-way through a current course. Eighteen of these students had taken an earlier course. Three, therefore, were taking their first course in the I.S.O.A. Administration of the questionnaire took approximately two hours and was conducted by two graduate student interns. General directions were read out and participants completed the form with assistance from the interns. All test administration took place at course sites.

Instrument

This questionnaire is based on similar instruments used to measure self-perception and social relations. It is divided into the following six sections with an additional section providing demographic information:

Section 1. Course Evaluation - students assessed course content and their reaction to this content.

Section 2. Course Effect on Life Satisfaction - participants described the influence of the course on their activities and feelings of optimism.

Section 3. Teacher Evaluation - students distinguished and evaluated pedagogy, teacher enthusiasm and interest, their particular response to instructors, and the importance of certificates and graduation.

Section 4. Perceived Well-Being - students rated their emotional response (ranging over categories from "delightful" to "terrible") to their neighborhood, standards of living, health, personal relations, and life outlook.

Section 5. Social Interaction - respondents named the preferred persons who fulfill certain needs in their lives. Six answers (spouse, relative, neighborhood friend, other, none) were offered to questions about companionship, advice, enjoyable experience and similar matters.

Section 6. Social Network Assessment - students indicated the frequency of contact with various people and the satisfaction gained from such contact.

Results

Only preliminary results are now available. Comparison with the control group and other I.S.O.A. populations will appear in the final report of the F.I.P.S.E. grant which will be produced in 1981.

The responses for the first two sections show that students rated courses and teachers highly. Participants were also positive about the influence the Homebound Program on their feelings of Life Satisfaction.

Responses (In %)

Topic	Positive Reaction Or Influence	Somewhat Positive Reaction or Influence	Negative Reaction or Influence	No Response
Course Content	54	15	8	23
Pedagogy	52	17	16	15
Teachers' Help and Interest	53	22	12	13
Course Effect on Life Continuity and Worth	57	24	0	19
Course Effect on Social Activities	49	20	0	31
Importance of Certificates and Graduations	47	18	18	17

Eliminating those who did not respond, the percentages come to:

Topic	Positive	Somewhat Positive	Negative or No Influence
Course Content	70	20	10
Pedagogy	61	20	19
Teacher's Help and Interest	61	25	14
Course Effect on Life	70	30	0
Course Effect on Social Activities	71	29	0
Importance of Certificates	56	22	22

Problems in Administration, Instrument and Validity

The questionnaire used in the study was designed for I.S.O.A. students. This limited its scope in dealing with our participants. It failed to ask some of the questions that are crucial to the elderly homebound program (reaction to visiting, value of peer learning). Its length (15 pages) prevented successful administration to Homebound Students. Finally the administration of this questionnaire to I.S.O.A. students was individual; the group administration of the questionnaire to Learning Companions in the Homebound Program was not as satisfactory.

We have some questions about the large number of positive responses obtained. The "halo effect" may have been at work here; that is, participants basically endorsed the program and thus rated it high in all areas without sufficient critical reflection. As the Elderly Homebound Advisory Committee suggested, older people are used to filling out forms which determine their eligibility for certain programs. Even when there are no strings attached they often worry that negative answers may be construed as criticisms with the result that certain programs will no longer be offered. Also effecting validity is the length of the questionnaire, which the Advisory Committee considered an imposition upon participants. For the most part, the respondents had limited formal education and were unaccustomed to answering questionnaires. Their misunderstanding and a propensity to compliment, combined with problems in the administration and instrument, itself, raise some questions about the accuracy of the information received. However, the data obtained from the study does provide information and insights that add to our knowledge about the project and its effects. This is the first study of any kind that has been made on the effects of education on the homebound elderly and on urban, poor, undereducated older adults.

A pre-and post-test questionnaire was developed in the Spring of 1980 by the State University of New York at Albany. The test will be administered to every Learning Companion and Homebound student who participated in the project (we are funded through June 1981 under Title I of the New York State Department of Education) as well as to a "significant other" who knows the homebound student. L.C.'s will fill out the questionnaire in class, homebound students will be personally interviewed. A ten minute telephone interview will be conducted with the "significant other". The purpose of these pre-and post-tests is to evaluate:

-whether the transmission of course content or the visit itself is more important to students.
-students' overall opinions of the program and courses.
-whether the homebounds' social isolation has been reduced and life satisfaction increased.
-elicit suggestions for improving future courses.

The significant others interviewed by telephone are asked to rate the homebound's alertness before and after taking courses. This study should give us further insight on the value of this program.

The information obtained from these studies is valuable although at present it is inconclusive and lacks sufficient critical content. However;

we are planning further studies based on the results of SUNY Albany's work and the FIPSE study. This is the first such research in this area that we are aware of and as such is of great significance and suggests a promising beginning.

III Methodology (Continued)

C. Research

Although this project did not specify a research component, Dr. Peter Oppenheimer, Principal Investigator and Ms. Joan Delaloye, Project Director, made a study of the results of the courses held in New York City From September 1978 to January 1980 using the Spearman Rank Correlation Methodology. Correlations between various project factors and the overall significance of the program were developed. The study was made of the first thirty-four courses given. Dr. Oppenheimer compiled this research.

We identified the factors that we believed to be the most signifificant in contributing to the success and value of a course for the homebound. These factors included the Subject (S), the Teacher (T), the Social Agency (A), and the Course Site (P). We rated the success of each of the thirty-four courses based on reports from teachers, personal observations of class, discussions with agency personnel and feedback from Learning Companions (LC's). We put the success of each course in rank order. We then ranked the four factors-subject, teacher, agency and site. The two evaluators ranked these factors independently and the figures given were an average of the two. Using the Spearman Rank Correlation, we developed the correlation between overall ranking, the ranking of each of the four factors and the intercorrelations among these four factors.

The correlations are as follows: N=34

Subject (S)	1.000	--	--	--	--
Teacher (T)	.751	1.000	--	--	--
Agency (A)	.809	.602	1.000	--	--
Site (P)	.744	.587	.676	1.000	--
Overall (O)	.905	.775	.814	.741	1.000

We hypothesized that the Social Agency would correlate most closely with the overall success of the course, followed by the teacher, the subject and site. The actual rankings were somewhat different, as follows:

Item	Hypothesized Rank	Actual Rank	Correlation
Subject	3	1	.905
Agency	1	2	.814
Teacher	2	3	.775
Site	4	4	.741

The subject, agency and site all showed a higher correlation to the overall ranking than to each other.

Because of the difficulty in matching Learning Companions with Homebound Students and in encouraging the L.C.'s to visit the homebound students every week, we thought that the most supportive agency would correlate most closely to the overall program rank. We also hypothesized that the teacher would have great significance in contributing to the overall program sucess through his/her influence on and encouragement of the L. C.'s.

We did not think that the subject would be as important as the agency support or the way the subject was presented. Obviously the subject itself made a greater difference than we had expected.

We then examined the rankings within each area for clustering and internal consistency. The results were as follows:

Type of Agency Participating	Number	Range	Average
Employment Program for Older Adults	2	5 -6	5
Social Agency	12	1 - 23	12
Hospital/Home for Aged	9	9 - 28	16
Senior Center	7	4 - 32*	25
Church	2	26 - 27	26
Community Group	2	33 - 34	33

*with exception of one center, the range was 24-32

Site of Course	Number	Range	Average
Employment Program for Older Adults	2	1 - 2	1
Social Agency	9	6 - 34*	14
Library	4	3 - 31	16
Senior Center	10	5 - 25	18
Hospital/Home for Aged	9	17 - 33	26

* except for one center, the range was 6-15

Subject	Times Selected	Rank	Average
Sociology	6	1 - 26	13
Arts	5	11 - 25	17
Psychology	15	2 - 24	18
Political Science	4	7 - 33	18
Health	3	12 - 23	19

There was a significant amount of clustering for the site and agency. This was not true for the course. Since only three teachers taught three or more courses and most teachers taught only one course, we made no attempt to look for clusters or consistency in the teachers' ratings.

It appears that hospitals and homes for the aged serve well as agencies but are poor course sites. The staff in the institutions we worked with were supportive, helpful, highly professional and committed to the residents' welfare. However, the physical and metal problems of the students, their medical appointments and the nursing homes' competing recreational activities mitigated against a successful program. Despite the high caliber and commitment of the agency, the nursing homes did not serve well as sites.

Senior centers, on the other hand, were far better as course sites than as cooperating agencies. We attribute this to the shortage of staff in most New York City Senior Centers particularly when compared to social agencies and hospitals and homes for the aged. Here the site or location of the course is both familiar and accessible to the Learning Companions. This contributed to a good program. However, the senior center staff generally does not have the time required to link Learning Companions to the homebound students or to give the Learning Companions the encouragement and counseling they need when problems arise.

We shall conduct further studies during the 1980-81 involving the teachers to a greater extent in evaluating the agency, the site and the subject.

IV Results

Seventy-three courses have been given in the elderly homebound program since its inception in September, 1978 with support from both the Administration on Aging and the State Department of Education under Title 1 of the Higher Education Act, 1965. Approximately 1,445 older adults including 778 Learning Companions and 667 elderly homebound have participated. We have trained 39 teachers in methods of reaching and teaching homebound elders and have provided an arena where teachers can enlarge their understanding of the educational and social needs of elders, particularly, shut-ins. Eighty-six social agencies have cooperated in the organization of these courses by assisting in the recruitment of students providing space for the course site or both. Another sixty social agencies were contacted during the initial recruiting phase. Many agencies, while interested in the project, lacked the staff, time and resources required to organize courses. These agencies frequently referred us to other groups and organizations they felt might benefit from the program.

We have found as a result of this project that:

- community colleges can develop significant relationships with social agencies and other educational institutions to imaginatively combine the separate resources available to each for the benefit of the homebound elderly
- learning companions are excited about learning and developing the skills needed to transfer and share knowledge with others
- participation in courses designed for the homebound can expand and enrich the lives of both learning companions and shut-ins
- learning companions' visits to the homebound can have a positive effect upon any previously existing relationship between the L.C.'s and homebound particularly when that relationship was service related (homemaker, home attendant, etc.)
- involvement in these courses increases older adults self-confidence and provides encouragement for them to continue with other educational programs despite poor health and limited mobility

In assessing project results we will examine:

A) reports from several teachers in the project that reflect their evaluation of courses, their view of students' involvement in the program and describe their visits to homebound students.

B) responses and comments from students (L.C.'s and homebound) about courses and the project's impact on them.

C) the use of the elderly homebound teaching methodology in nursing homes and hospitals for the aged.

A) TEACHER REPORTS

When this project first began it was suggested rather than required, that teachers visit several of their homebound students. Because of the benefits that resulted, teachers have subsequently been required to make at least four of these visits. Initially, we assumed that the Learning Companions' weekly visits to shut-ins during the ten week courses would be adequate. However, we learned that teachers could only develop a more thorough understanding of the educational needs of the shut-ins, who comprised half of their classes, if they visited several of them. The teachers were usually accompanied by the Learning Companion when they visited each homebound student.

It is apparent that the teachers' visits to the homebound students have become an integral part of the program. The visits provide a structure for the homebound and an awareness that they are actually participating in a course. When Robert Disch, the project's lead teacher, visited several of his homebound students, one student arranged to have her hair done before meeting him. The self-esteem this implies and the pride in having "my teacher" visit is a part of the broader educational experience. In addition, it allows the teacher to observe if he and the L.C. are "getting through" and are addressing the homebounds' educational needs. The knowledge teachers gained was used to tailor classes and course content to the needs and special interests of the homebound.

Linda Black taught Current Events to a class of 55 students at United Neighborhood Houses. This included 21 Learning Companions who attended class and 34 students who were homebound. Ms. Black visited four of these homebound students to assess their reactions to the course.

Ms. Black incorporated into her weekly class sessions various ideas, articles and artifacts shared with her by the homebound students she visited. The following are excerpts from her reports on visits to the homebound:

Linda Black	Current Events Course
January, 1980	United Neighborhood Houses

Visit to Mrs. M.

Mrs. M. had turned in a lot of homework assignments and when I was talking to her in her apartment, she gave me an idea which I used in class. She mentioned that she had watched the movie, "Dr. Zhivago" on television. In our next class, during our discussion of U.S.-Soviet relations, I used Boris Pasternak's poetry to illustrate some of the ideas which we were discussing.

Mrs. M. on her own, brought up many of the topics that we had discussed in class including, the presidental candidates, the hostages being held in Iran, and what we would have to do to improve the environment.

Mrs. M. and her Learning Companion like crocheting together. Mrs. M. told us that she started at age 15 making hats in a store and she described how hats used to be made. She had a picture of her granddaughter who sometimes came to visit her and for whom she had some clothing. The Learning Companion told me that Mrs. M. had many friends who often called her.

The next time that the class met, Mrs. M's Learning Companion told me that she and Mrs. M. had discussed this visit for days.

The next report from Ms. Black indicates the extensive involvement of the homebound student, Mrs. T. in the Current Events course. Mention is made that excerpts from Mrs. T's written work for the course would be shared with children in an Intergenerational Curriculum Program and with the English Department at Port Richmond High School. Both of these programs are conducted on Staten Island, New York. Ms. Black felt that, in general, her students' written work reflected the richness of their life experiences and unique perspectives on current issues. She felt this material should not be filed away, but instead ought to be read, enjoyed and discussed by others, particularly, younger students.

This is Ms. Black's account of her visit with Mrs. T.:

Linda Black
January, 1980

Current Events Course
United Neighborhood Houses

Visit to Mrs. T.

The supervisor at the settlement house told us that Mrs. T. was the student who was doing the most homework. I knew from one of the homework assignments that Mrs. T. was 80 years old.

The day of the visit I first talked with the supervisor and then I walked over with the Learning Companion to the nice apartment building where the T's lived. When we entered the comfortable apartment, Mr. and Mrs. T. were busy in the kitchen. Mrs. T. invited us to sit down and she told us that she watched the news on television in the morning and in the evening. She was very well-informed about current affairs and on her own brought up many of the topics which we had discussed in class: the presidental candidates, U.S.-Soviet relations, and the situation in Iran. She is very alert and her comments were very good.

Mrs. T. told us that she was a registered voter and she was planning to vote in the election. She talked about her daughter in New Jersey who had wanted them to move out there, but Mr. T. preferred staying in New York. Mrs. T. told us about an older woman in her building who she was concerned about and was planning to call.

Mrs. T. offered us candy and asked if we wanted coffee. Mr. T. gave me a calendar. The Learning Companion had a sore throat, but she had come that day because she knew that Mrs. T. was expecting the visit.

Mrs. T. talked about her childhood on the lower east side and how her mother had supported six children with a pushcart. She had lived in a cold appartment with the bathroom in the hallway. She looked around at her nice apartment and said that now she had everything, but not health. She indicated that she had a heart condition.

Mrs. T. was pleased that the material she had written about her past life would be shared with school children through an Intergenerational Curriculum Program.

The Learning Companions in Mrs. Black's Current Events course also shared the following materials with the entire class:

Nat Bess - pencil drawings that he had made of his family and other people and a colorful scene of a bullfight - essays on, "Bill Moyers Journal", "Should Women be Recruited?" and "Impressions of a Senior" (about his homebound client).

Angie Carlo - essay on, "Small Towns and Villages".

Eugenia Cherry - essay on her childhood in Trinidad.

Bertha Cuan-borrowed a book from the library on one of our topics, "The Land and People of Iran" by Helen Hinckley.

Clarine Davis - announced that she is now a member of her community planning board.

Perlis Holloway - wrote reports on many T.V. programs that he watched including, Cousteau Odyssey, Income Tax, the Shah of Iran, and the 1980 Census.

Emily Jenkins - wrote a poem, "Food for Thought".

Frances Jones - cut out newspaper articles on topics we discussed: "How to Handle Handicaps" - about the program, "On Giant's Shoulders", "Highlights of the Anti-Inflation Program and "Iran Broke Pledge on 50"

Lizzie Mack - brought to class a map that she had from her trip to Jerusalem.

Leon Stobnick - showed the class oil paintings that he had made-wrote a poem "My Next Incarnation", essays, "Teaching Religion in Schools" and "Topics Discussed with Clients" (Shut-ins).

Bertha Turpin - wrote a book, "Reminiscing without Nostalgia" which was published by Shining Light Survey Press.

The graduation ceremony for the Current Events course was held at United Neighborhood Houses. Three of the teachers who taught homebound courses over the past two years to students at U.N.H. addressed the graduates. During the ceremony students were asked to comment on the classes. These were some of their remarks:

"All I've learned, the associations I've made...
injected a different kind of spirit in my soul.
Communicating in the world with different ethnic groups
(helped me since) I had been in the doldrums".
Lillian Leiter

"The things that I learned will be a great help to me as long
as I live. I hope that this program will last as long as ever".
Nathaniel Bess

The following teacher's report was prepared by Richard Greenfield who taught Critical Analysis of Television to Learning Companions at the Bay Ridge Branch of the Brooklyn Public Library. This was one of the first courses organized in the homebound project. What we learned from this course prepared us for subsequent courses. The students in this class combined those who volunteered to be Learning Companions and those who were paid by social agencies to perform various services for shut-ins (such as friendly visiting). This was the only class in which we combined paid and unpaid and Learning Companions. The paid Learning Companions worked for the Bay Ridge Association of Senior Citizens' Home Service Program. The unpaid Learning Companions had previously taken courses offered by New York City Technical College at the Bay Ridge Library. When they learned of this program they were anxious to participate.

Richard Greenfield
Teacher's Report
October 1978
The Influence of Television on our Lives
Bay Ridge Branch Library

I approached the program with a belief that if the content of the discussions between the "friendly visitor" and the homebound elderly could focus on T.V. programs, it could enrich the quality of their relationships. By preparing the group for home visits through class discussion of an upcoming T.V. program, which students could share with their homebound partner, there would be an anticipation of the program itself. At the next class meeting, the Learning Companions would discuss, in some detail, the viewed program. This discussion would be reported to the homebound partner who could comment on what the class had discussed or the Learning Companions could initiate discussion and review of the T.V. program with the shut-in without first giving the class viewpoint.

The anticipation of a T.V. program and the viewing and discusssion of it could help the homebound return to interaction with another in the world of ideas rather than the totally egocentric world of complaints about ill health, lack of family support, and the similar obsessing the aging are encouraged to engage in.

For some, hopefully, a greater critical appreciation of T.V. would take place rather than the T.V. as anodyne and background watched constantly and mindlessly.

The fantasy with which I approached the task failed to take into account certain problems, which I had not considered at the course outset.

The social distance between homebound and visitor emerged as an important factor. Where the Learning Companion visitor was perceived as a home aide (paid to perform a service for the homebound student-client) he/she could not make the transition from functioning in a near "servant" relationship to functioning as a social equal discussing a T.V. program. Where the homebound person was more educated, the Learning Companions' feelings of inadequacy in dealing with intellectual matters was apparent.

When the visiting component of the project worked well it was usually because of basic similarities between the visitor and the homebound person. Where there was some social distance, the visitor had to be more upper-class; where the visitor was a volunteer rather than a paid aide, he/she was more successful in reaching the homebound student. The paid companions had to break through social barriers including disparity in educational levels.

Finally, as with all tutoring programs the gains made by the visitor would be greater than the gains made by the homebound. Increased enjoyment through a critical appreciation of T.V. was more likely to be achieved by the visitor than the visited.

(The implication of Mr. Greenfield's impressions for future courses and program planning is examined in Section E - Discussion and Implication of Results).

The project's Lead Teacher, Robert Disch, who taught four courses in the project, provides another perspective. Mr. Disch, whose backgroud is in Sociology and English, taught three courses in Sociology and one on The American Short Story. Two of the Sociology courses were given at United Neighborhood Houses; the third Sociology course was taught at the CETA Home-Health Aide Training Program. The fourth course, The American Short Story course was taught at the Bronx Y.M.-Y.W.H.A. Senior Citizen Center.

Mr. Disch had ten years of experience teaching older adults in New York City Technical College's Institute of Study for Older Adults before joining the homebound program. This provided him with a valuable background for teaching the homebound elders. Mr. Disch submitted the following report concerning the program.

Robert Disch	Report on the Elderly Homebound Project
Lead Teacher	Spring, 1980

My weaknesses were those found in most of our classroom teachers. Throughout the course, the tendency was to slip back into the familiar techniques and methods that brought about success teaching elders in the past, and such success did not involve the effort to motivate students (Learning Companions) to share their educational experience with others. This tendency was especially apparent when some of the Learning Companions had difficulty involving their homebound partners in the classroom experience.

In order to achieve more direct contact with the homebound, I taught a course in Social Problems to Senior Companions (paid visitors of the homebound) at United Neighborhood Houses. I modified the traditional format of the project so that I could visit each homebound student (there were eight) at least three times during the course.

Without doubt this approach help to motivate both Learning Companions and Homebound. However, the cost in time was so great that this approach was not considered to be economically viable.

In my American Short Story course, I distributed one or two short stories weekly to the class of Learning Companions. These were, in turn, discussed then taken to the homebound student, where they were read or discussed with the Learning Companions.

In general, this class worked extremely well. Both the Learning Companions and the Homebound students were exicited about the class and the level of homebound participation was very high.

The one drawback was that some of the Learning Companions were hesitant to share short stories that contained violence or mayhem with the defenseless (as they saw them) homebound students. When we discussed these stories in class, however, their understanding was broadened and the Learning Companions were usually less reluctant to discuss aspects of the stories with the shut-ins.

I have also solved this problem by giving the class stories which can be justified on aesthetic grounds but which do not contain the violent episodes so characteristic of modern fiction.

Mr. Disch also wrote the following report on several of the teachers as part of an evaluation component.

Report on Teachers	R. Disch
Elderly Homebound Program	Lead Teacher

Materials for these reports were derived from conversations with Learning Companions and Homebound students, from teachers' written reports, class observations, and review of course lesson plans and other educational materials. Information was also obtained from conversations with the staff assigned to the project, and from discussions with social agency administrators who participated in the project.

Despite these efforts, the following reports are highly impressionistic. They should not be considered as in depth evaluations of teacher ability or potential; with one exception, all of the teachers evaluated in the project's first cycle performed extremely well as classroom teachers. All but one was selected because he or she had many years of successful experience teaching older adults and had proven their competence in working with the Institute of Study for Older Adults, New York City Technical College.

Prior to the start of the program, the staff of the elderly homebound program held several training sessions for teachers. These sessions were designed to provide teachers with detailed knowledge about the goals and objectives of the project and pedagogical suggestions for achieving them.

Unfortunately, some teachers were unable to attend each of the training sessions. Others attended the sessions but did not grasp the conceptual underpinings and overall goals of the project.

As a result of staff experience with the first cycle of teachers, we made substantial changes in both methods of hiring and training teachers. These changes resulted in greatly improved teacher training in the second cycle.

Teacher Evaluations

Teacher A:

As a professor of History, Teacher A is a highly accomplished teacher with years of experience. His credentials include two books on Africa, twenty years as the African History editor for the Encyclopedia Britannica, fifteen years with a well-known university, and numerous teaching assignments with the Institute of Study for Older Adults. Because he is highly regarded as a teacher of older adults, he was one of the first teachers invited to participate in the Elderly Homebound Project. The Lead Teacher was most anxious to have his broad expertise and teaching experience in the program. The teacher was assigned to direct a group of Learning Companions who met at the Brighton Beach Branch of the Brooklyn Public Library. The course subject was History.

The class was an immediate success with the Learning Companions. Within two or three weeks the group had doubled in size. Unfortunately, only a few of the Learning Companions were conscientiously visiting the homebound. This instructor gave brilliant lectures, but his television assignments were not well thought out. He made little effort to motivate the Learning Companions to visit the homebound or to learn what was happening with those companions who did visit. He did not visit any homebound students which was not a requirement at that time.

Teacher A was not invited to participate in further courses for the Homebound Elderly. It was felt by the Lead Teacher and the staff that, while he was a brilliant lecturer, he lacked the personality to motivate the Learning Companions to share their experience with the Homebound.

Teacher B:

Teacher B, like the previously described instructor, is an outstanding classroom teacher. As a professional psycho-therapist, her great strength was in helping Learning Companions to develop heightened sensitivity when dealing with the homebound. From her work in the program, the staff learned the need to develop better methods of sensitizing the visitors to the special needs of the homebound elderly. Teacher B taught "The Psychology of Everyday Life" to several groups of Learning Companions.

In short, Teacher B did an excellent overall job with the project. Her one weakness, similar to that which characterized most first cycle teachers, was to focus her energies on the immediate task of teaching the Learning Companions and not adequately addressing the needs of the homebound learners.

Teacher C:

Teacher C taught "Home Gardening" at the Jewish Home and Hospital for the Aged in Manhattan. The class was designed to provide ambulatory L.C.'s with skills necessary to help the roombound grow and care for plants.

Given the extremely advanced age of the Home's population (median age 86), this was an extremely challenging task. The difficulties involved motivating this aged population to share a learning experience with "roombound" or floorbound" older people whose mobility was severely restricted.

Unfortunately, Teacher C who had previously been very successful with the I.S.O.A. as a home gardening teacher, was not up to this challenge. She did not seem to comprehend the major objectives of the project and attempted to run a "home gardening as usual class".

Few of the roombound or bedridden participants became actively involved. Teacher C remains a highly skilled teacher of home gardening for older adults, but she failed to master the specific demands of this setting. Taking this episode in conjunction with an evaluation of Teacher A's class, it is easy to see that advanced degrees and publications, and previous success in Gerontological education are no guarantee that a teacher will successfully reach the homebound elderly with educational programs.

Teacher D:

Teacher D is an educational administrator with a background in counseling. He taught a first cycle class given at the Bay Ridge Public Library, Brooklyn.

This group presented especially difficult problems because many of the homebound and the Learning Companions did not previously know each other. Hence, much of the class on "Critical Analysis of Television" - had, of necessity, to deal with the interaction between the Learning Companions and the homebound.

This problem was further complicated by the fact that the group of Learning Companions was divided between those who were employed by various kinds of government programs to serve the homebound, and those who volunteered to visit the homebound. In general, the homebound perceived the paid learning companions as "servants". On the other hand, the volunteer L.C.'s were perceived as social equals or simply "friends."

By the end of the week, Teacher D, a skilled group worker, had overcome many of the conflicts. But by his own admission, he had not been able to fully initiate the teaching model as planned. In other words, he greatly helped the L.C.'s to get to know their Homebound Companions, but he did not make much progress in helping them to share course content.

From this case we learned that a certain amount of necessary spadework must be be done before the educational process will begin. Even a highly skilled group facilitator like Teacher D had to spend much time overcoming the barriers of unfamiliarity, mutual anxiety and class differences and perceptions before formal kinds of learning could begin.

Teacher E:

Teacher E taught one class in "Current Events: the Middle East" at Scheuer House in Brooklyn's Coney Island. Unfortunately, Teacher E was unable to attend any of the formal training programs for teachers in the project although she had been briefed fully about the program by the Project Director and Lead Teacher. In spite of this her understanding of the projects' aims proved insufficient. She failed to motivate the Learning Companions to visit the homebound (who lived in the same building).

While this teacher's performance fell far below our expectations, this proved an experience from which we all learned, and it helped us to greatly improve our methods for screening future teachers.

Summary

In summary, the experiences working with these teachers led the staff of the Homebound Elderly Project to reshape the program to achieve the following objectives:

1. Improved screening of teachers. Teachers used in the second cycle or semester of the project were carefully screened for their potential for motivating the Learning Companions to visit the Homebound Elderly.
2. Improved training of teachers. After teachers were hired great care was taken by staff to insure that they were aware of the main objectives of the project. Attention was also paid to finding the best ways of achieving those objectives. Frequent meetings and discussions with teachers were arranged or conducted on an impromtu, basis.

B - Student Responses

Both Learning Companions and homebound students completed written assignments for the courses they took. These written assignments were voluntary since some students were unable to read and write or were fearful or resistant about doing so. These written assignments were made in response to questionnaires distributed by teachers that related to the assigned T.V. shows or other class content. Many student, who were reluctant to reply at first, eventually completed these assignments. The homebound students often did the assignments themselves or with the help of their Learning Companions.

Students were also asked to write their impressions of courses. The following statements were written by Learning Companions and Homebound Students who completed a course in the Psychology of Everyday Living at the Bronx Y.M.-Y.W.H.A. Senior Citizen Center.

Learning Companion Leah G. wrote:

"I want to take this opportunity to put down in writing what I've told you (teacher) verbally. This course has made us think in a very relaxed manner...

It was particularly good to have a (homebound) student - who is unable to travel (and come to class.)

The woman I worked with (homebound student) was extremely stimulated as she had a weekly goal and looked forward to our weekly sessions, spending at least two hours discussing the work of the week.

I do hope you will have a similar course as a continuation of this one."

Homebound student Sylvia H. stated:

"I just wanted to write a few words to express my appreciation for being given the opportunity to participate in the Psychology class.

I enjoyed working with my learning partner Mrs. G. and discussing the lectures with her.

I particularly enjoyed the opportunity to meet the teacher when she visited us at home. It was such an enjoyable visit and I would like to meet with her again."

Learning Companion Edith L. wrote:

"I must confess that when I joined your group, I had many misgivings regarding the arrangement with my homebound student. However, as time goes on I am more encouraged, despite the fact that Rhoda couldn't possibly cooperate as much as she would like to.

Considering her many physical handicaps , I am confident that she does try her utmost. I visit her once a week and spend about one-and-a-half hours with her which obviously pleases her very much. I always seem to create a feeling of "camaraderie"; at first, I listen to her relating her many activities of past years. This always leads up to her asking "so what did you learn today and what can I do (if possible) to be of help?"

As I leave, I always ask "would you like me to come again soon?" Please be honest about it " The answer so far, has always been "please - let me reassure you that is is always a pleasure to talk and listen to you; you are very interesting "

I find this so gratifying, which proves once again, when one helps another he himself is helped.

My only frustration regarding the above is that Rhoda is not always in a position to watch the recommended T.V. programs, but perhaps that too will come to pass. (She does watch when she can.)"

Rhoda Z, homebound student, who was visited by Edith L. wrote:

"Mrs. L. has been visiting with me for the past few weeks. I must say I really enjoyed her company and the conversations - be it about the program at the Y - or about general things which were quite enlightening. Being that I am practically a shut-in, it gave me quite a lift when she would visit me. She happens to be a sweet and sensible person and our conversations were enjoyable".

Learning Companion Rose L. commented about her homebound student partner:

"After going over the last lesson with my homebound student, Ruth K., I asked her how she felt about the visits. Her response was that she was very happy to have me visit and discuss the lesson with her. You must remember that Mrs. K, as well as other homebound students, are lonely people who relish when someone visits them.

I do hope that some parts of the lessons I passed on to Mrs. K. will help her physically and mentally."

In May, 1980, the Institute of Study for Older Adults held a conference entitled "Teaching Older Adults: Meeting the Needs of a New Generation of Learners." In addition to presenting a two-hour workshop on teaching the elderly homebound, a feedback session was held to which students from the elderly homebound courses were invited. The students present had participated in Sociology and Current Events courses given at Canaan Baptist Church Senior Citizen Center, the Path Program, the CETA Home-Health Aide Training Program and United Neighborhood Houses.

At this feedback session students expressed the following impressions of the courses they had taken:

-a student of the Sociology course at Canaan Bapist connected his former work as a lay preacher with the project's visiting component.

-several students felt the visiting of a homebound person was an extension of the kind of help to others they had provided in their past careers (e.g. practical nursing).

-students concurred that an important aspect of their visits to shut-ins was the personal connection that resulted - the friendship and companionship for both parties.

-the program was appreciated for the mental stimulation it afforded and the opportunity for continuing education that it provided.

One student who has been a home attendant for several years said she trusts her judgment more as a result of the courses. She commented, "I observe more now than when I worked all the time because I understand more." This student had taken two courses in the project. Both this Learning Companion and her homebound partner found it easier to understand and participate in the project during the second course because, the Learning Companion commented, "I had trust in myself."

Another Learning Companion said the course "gives me something to think about." The L.C.'s present at the meeting reported they were pleased to get material from teachers and enjoyed writing for class. In answer to questions about assignments, an L.C. explained that they were voluntary and that she wrote down the responses of her incapacitated homebound client who, although handicapped, was eager to participate. L.C.'s also agreed that the television viewing was valuable and that they discussed T.V. programs in class and later with homebound clients who had also watched the shows.

As frequently happens in such feedback sessions, the majority of the comments were positive. It is our hope that as students feel that critical comments will not jeopardize the continued availability of courses they will share their critical viewpoints and help us improve future courses and programs that we develop.

C. VALUE OF THE HOMEBOUND TEACHING METHODOLOGY IN TEACHING THE ROOMBOUND OR FLOORBOUND RESIDENTS IN HOMES FOR THE AGED.

The following report, prepared by Dr. Peter Oppenheimer is a discussion of the value of using the homebound teaching methodology to reach roombound or homebound residents in homes for the aged. The report refers to an Elderly Homebound Advisory Committee Meeting held on December 14, 1979, at which we had scheduled an extensive discussion on the value and place of this program in nursing home settings. Staff from the nursing homes who participated in this project were invited to the meeting. The nursing homes represented at the advisory meeting included the Jewish Home and Hospital for Aged, Isabella Geriatric Center both in Manhattan and the Hebrew Home for the Aged in Riverdale. Teachers Mary Noone and Dr. Mary Noberini, who taught courses at these homes, also attended this meeting.

History of Using the Homebound Methodology in Homes for the Aged

When the methodology we are using to reach and teach the homebound elderly was first developed, no thought was given to using it to teach residents in nursing homes and hospitals for the aged. Early in 1978, there was no consideration of this population in the grant applications made to the Administration on Aging, the New York State Department of Education or elsewhere. Only after the grant had been received and programs were being discussed with social agencies did this possiblility arise.

The Institute of Study for Older Adults (I.S.O.A.) had taught Liberal Arts courses in nursing homes for eight years, starting with a program at the Central House of the Jewish Home and Hospital for the Aged. When the activity director of the home, Dr. Paula Gray, heard of our plans to teach the homebound through the use of Learning Companions, she requested that the Jewish Home and Hospital be included in the program. Dr. Gray argued that there are many older adults in this home capable of participating in class who are too depressed or physically handicapped to leave their rooms to take courses in the auditorium. These she designated as roombound or floorbound elderly.

The staff of the I.S.O.A. and the Jewish Home agreed that Learning Companions (L.C.'s) could probably be found among those residents who were former I.S.O.A. students at the Home. Also, if continuing education courses could be brought to the roombound at the Jewish Home, we could probably stimulate and enrich their lives and possibly encourage them to participate in additional activities. We, therefore, planned courses at the Jewish Home and Hospital, and later at the Isabella Geriatric Center and Hebrew Home for the Aged.

The first course in Gardening at Jewish Home ran into immediate problems. The teacher worked with the Learning Companions (more mobile residents of the Home) who took the cuttings, seeds, soil, pots and other materials to the roombound students. We felt that the activity of planning and caring for the plants would have a stimulating effect upon the homebound and that both homebound and Learning Companions would be encouraged by the growth and thriving of the plants. Unfortunately, things did not work out as planned. Few Learning Companions were really interested in working with the roombound. The staff on the floors did not understand what we intended and the activity staff did not become involved. They were inadequately briefed and were often involved elsewhere; few of the roombound had a sufficient understanding of the program and many were, at best, disinterested. It was also difficult to coordinate arrangements to bring the Home's residents to a central floor each week for class. The teacher, too, was frustrated by the lack of contact with the roombound students. However, in spite of all these difficulties, many of the Learning Companions shared the Gardening course with residents and continued to do long after the nine-week course had ended.

The best that can be said of the course was that it provided a learning experience for the program staff and the Home's activity staff. During the course, Dr. Gray met with Joan Delaloye, Project Director, and Robert Disch, Lead Teacher, to discuss the future of the program. They decided to try additional courses with a new format taking into consideration that:

1 - Future courses would have greater intellectual content and less activity. The residents most interested in past I.S.O.A courses found the intellectual aspects most important and were more interested in working with the roombound in this area. Also, since depression, rather than physical disability, seemed to be keeping the roombound from attending regular classes it was felt this type of course might be more effective in stimulating roombound students.

2 - The activity staff of the Jewish Home and Hospital would be given a role in bringing the Learning Companions to the floors. Staff would join the Learning Companions in class and accompany them to the floors to meet with floorbound residents. Staff would provide encouragement, support and continuity if Learning Companions could not make a class or a floor visit with roombound students.

The next course offered at the Jewish Home in Relaxation-Human Behavior reflected these changes. A group of about seven Learning Companions (L.C.'s) attended this class weekly in the Home's auditorium. Several staff members came to each class with the Learning Companions so that they could later assist L.C.'s in sharing course materials with the roombound residents. Twenty-eight roombound participated. L.C.'s and staff members held a weekly group meeting on their floor with the roombound who were participating in the course. They met in the recreation rooms that are located on each floor. These group meetings were easier for L.C.'s than person-to-person meetings with the roombound because they eliminated the strain and pressure on L.C.'s of conducting an individual discussion with a roombound resident. The group meetings also stimulated discussion and ideas. Also, if the L.C. was ill or too fatigued to handle the session alone, the staff member assisted in initiating and carrying on the discussion.

Our experience with this methodology in the Hebrew Home for the Aged was somewhat similar. However, the conclusions reached were quite different. A report by Dr. Mary Noberini who taught a course at the Hebrew Home can be found in the appendix. The Hebrew Home has a far greater number of health-related beds compared to skilled nursing beds than does the Jewish Home and Hospital for

In discussing her report at the December 14, 1979 Elderly Homebound Advisory Committee Meeting, Dr. Noberini said she visited all of the roombound who registered for the course. With two exceptions Dr. Noberini found that her students' mental health was more of a serious problem than their physical health. All were physically able to come to class but if they did need assistance it was available from staff. Motivation, not illness, was the determining factor in attendance. Dr. Noberini found those who did not come to class were interested in her personal visits to them but not because of her presentation of subject matter. Rather it was the personal contact that had the most appeal to them. She felt it was too much to expect that the nursing home residents, often frail and ill, would visit roombound residents, and share the course. Also, to adequately train the Learning Companions to do so would be very time consuming.

However, Dr. Noberini pointed out that in spite of these difficulties, three of her nursing home students are now attending the college Emeritus program conducted at Mt. Saint Vincent College located near the Hebrew Home. The Hebrew Home provides transportation for these elders, and the Mt. Saint Vincent College library has worked out a system permitting pick up and return of books and materials needed by students for their courses. Because she regards the results with roombound students who are frail and often quite ill to be disappointing, Dr. Noberini recommended courses be directed to those residents who are more mobile and well. She and Rochel Berman, the Hebrew Home's Director of Volunteer and Community Affairs suggested use of a "buddy system" where students attend class as a team, sharing materials with each other when one partner is unable to attend due to illness.

As a result of Dr. Noberini's report, it was decided that rather than hold a second course at the Hebrew Home where L.C.'s would visit the roombound, a course using the buddy system would be offered instead. The students requested a course in "Parallels in Black and Jewish History" which was team taught by a Black and a Jewish historian. The course was highly successful.

Dr. Paula Gray disagreed with Dr. Noberini's and Rochel Berman's conclusions as to the value of continuing education for the institulionalized roombound elderly. Dr. Gray pointed out that the first course at the Jewish Home and Hospital also failed, but that the second course had been successful. There were a number of reasons for this turn around.

1 - The activity staff at Jewish Home and Hospital for the Aged was assigned to work with the teacher in the classroom and on the floors.

2 - The hospital staff on the floors was briefed on the program.

3 - The teacher was more suitable for the methodology. Rather than being a charismatic individual, the teacher was a technician who carefully prepared the Learning Companions. It is necessary to teach the Learning Companions methods for teaching their peers. As much time must be given to this as to the subject matter.

Dr. Gray stressed that we have to train our teachers in new techniques for teaching Learning Companions. We have a great deal to learn before we can properly instruct our teachers. This is an important area for further study.

4 - The roombound we want to reach at the Jewish Home will not come down to class. We must go to their rooms. A parallel is found in the older adult who will not come to the college, but will take a course and become an avid student if offered courses in the familar surroundings of a neighborhood senior center. Courses on the floor must begin on a non-threatening level gradu moving the older adult up the social interaction ladder. Eventually, we hope that residents will come down to classes.

5 - The students want an outside authority. Teacher visits to the floor are, therefore, very important. The teacher should spend an hour with the Learning Companions and one hour with the students on the floor.

6 - The second course in Relation/Human Behavior reached 100 residents in the hospital. These are excellent results.

7 - Based on this experience, Dr. Gray sees great hope in reaching the depressed and mentally ill elderly. However, as a former community worker, she believes that this projects' implications for the homebound elderly in the community are even more important for the institutionalized aged.

At the Advisory Committee Meeting, teacher Mary Noone and Leslie Foster, Director of Volunteers at Isabella Geriatric Center made the following points:

-We must be careful in setting our goals and expectations. If bringing a college course intact to the frail elderly, homebound or roombound, is our purpose, we shall fail. However, if we hope to motivate the students we can succeed.

-The first course at Isabella Geriatric Center had significant problems. When we lowered our content expectations in the second course, while still requiring the Learning Companions to visit the homebound, the course was more successful.

-The teacher is important. The best teacher may be a special education teacher or a teacher for the disabled. This is more important than knowledge in a particular discipline.

-Isabella Geriatric Center learned a great deal about their nursing home population from this course.

-The nursing home staff should be involved as much as possible. We were able to overcome many of the problems encountered in organizing and carrying out courses in nursing home settings because of the involvement of committed and experienced staff members. In each of the three nursing homes in New York City where we gave courses, the staff willingly shared problems with us and sought solutions to them. When it was necessary we conducted joint meetings with the nursing home staff, teacher and project director to find a better method to teach Learning Companions or reach the roombound students. We were not afraid to change direction and try new methods.

Where we conducted courses in the community with, for example, senior citizen centers such modifications and improvements in courses were not always possible. Senior center staff often already overburdened had neither the time nor the resources at their disposal to work with us to modify the problems that surfaced. Thus, the college staff would have to intervene, sometimes too late, and often with insufficient knowledge of the center and its members to recommend appropriate changes.

V. Discussion and Implications of Results

A. Significance of the Results

1. Teacher Reports

a. In Section IV, "Results", Linda Black reported on four of the homebound students she visited. The visits exemplify the positive effects that can result from a teacher's contact with shut-in students. The visits had a significant impact on the homebound not only because of the interest the homebound felt was shown in them but because they felt a part of something. It is difficult for shut-ins to feel part of an educational experience when they are at home alone and do not relate to other students. The visits gave the homebound an opportunity to have their view shared with others through their Learning Companion partners. Ms. Black used these visits and her discussions with shut-ins creatively. She incorporated suggestions made by the homebound in class discussions and brought articles and other memorabilia given her by the homebound to the classroom. Ms. Black felt strongly that the written comments of students ought to be appreciated by others especially younger people. This led her to contact a high school and an integenerational curriculum program on Staten Island. These programs enthusiastically shared the writing and thoughts of our elder students with their younger students. This development gave older adults the feeling that their work and thoughts were valuable to others and had a positive effect on their feelings of self-worth. It also gave younger students an appreciation of the values and perceptions of the older generation which today's society, with its loss of the extended family, so often does not provide.

b. Richard Greenfield, in his report in Section IV on the Critical Analysis of Television course he taught at the Bay Ridge Branch Library in Brooklyn, found that the social distance between the homebound and visitor tended to have a detrimental effect on the learning and consequent sharing of information that took place between them. Learning Companions who were paid to perform a service for shut-ins had difficulty making the transition from a "service" role to that of "co-learner" or "equal" of the shut-in. Many of the homebound in this class were unable to relate to L.C.'s as equals. Mr. Greenfield felt that greater success could be achieved if there were basic similarities between the visitor and homebound student.

At first, this knowledge led us to suggest that social agencies more carefully match L.C.'s and homebound considering their common interests and disparities. However, it soon became apparent that this would be a monumental, if not unjustified, task. Instead, we began to see the relationship between L.C.'s and homebound as that of equals rather than viewing L.C.'s as "teachers" and homebound as learners". In some classes students referred to each other as "co-learners". During subsequent orientation sessions, L.C.'s were encouraged to view the shut-ins' life experiences as valuable ones that could be related to the class. They were also urged to encourage the homebound to take a more active role in the learning process.

In courses where visitors were paid to perform services for the homebound, our experiences were quite different from those experienced by Mr. Greenfield's group. From the latter group we saw that it was not productive to combine paid and unpaid L.C.'s in the same class. In the other three groups where we taught paid Learning Companions, namely, United Neighborhood Houses, Project Path and the CETA Home Health Aid Training Program, we did not encounter the problem of social distance. Perhaps the reason lay in the differences in the communities where the courses were given, and in the training the L.C.'s had received from their employers to perform services for the homebound. In any case the problem does not appear to be as serious as it did at first, but will require further study.

c. Robert Disch, who taught four courses in the homebound program initially found it difficult to motivate L.C.'s to visit and share course content with the homebound. This led Mr. Disch to try a new teaching approach-a tutorial model-where he visited each of his homebound students at least three times for the duration of the course. This enabled him to focus sharply on the interests of the shut-ins and to observe the L.C.'s as they interacted with the homebound. While it would not be possible for every teacher to do this, it enabled Mr. Disch to better understand his homebound students. He communicated this knowledge to other teachers in the Teacher Training Seminars he subsequently conducted for the project.

In his course at the Bronx YMHA on The American Short Story, Mr. Disch had Learning Companions discuss in class the problems they encountered with shut-ins. When students were reluctant to share a short story with their partners which they felt would be upsetting, Mr. Disch encouraged students to discuss their fears. He also found areas of the story that could be discussed. He and the students chose short stories that best reflected students' interests and concerns.

2. Student Responses

It has been apparent both from the written and verbal comments of the college's elder students, that participation in educational programs can have great significance to older adults. In addition to learning to master new subject areas, Learning Companions in the elderly homebound program developed relationships with each other and with elder shut-ins. One L.C. studying Psychology of Current Events at the Church of the Master Senior Center in Harlem, remarked that since her husband's death she felt lost and alone. The course stimulated her, she said, and enabled her to think beyond herself and her grief to help someone else. Another student, recovering from a breast cancer operation, said involvement in the course saved her from deep depression. In spite of the numerous obstacles and difficulties faced by Learning Companions they were willing to learn and to transmit that learning to others; they agreed to visit shut-ins in their neighborhoods and to risk beginning a relationship with an ill or lonely shut-ins.

Many of the homebound felt some relief from their ills and loneliness through their participation in the project. They were encouraged both by the social aspect of the L.C.'s visit and the opportunity for mental stimulation. While we can not measure whether this program prevents the institutionalization of shutins, we have seen that it can have enormous physical and mental benefits for the homebound and visitor alike.

3. Value of the Project in a Nursing Home Setting

Of the seventy-three courses that have been offered in the Elderly Homebound Program since September 1978, 17 courses have been given at nursing homes and hospitals for the aged. In most of these courses, the more mobile residents of the nursing homes shared the courses with roombound or floorbound residents who were unable physically and/or emotionally to come to a central meeting room for class. However, in three of the courses, elders from the community shared the course with nursing home residents.

As reflected in the reports of two of our teachers and the analysis of the value of using this methodology in nursing home settings, we have learned a number of important things. Almost all the residents of a nursing home or hospital for the aged are roombound. Many are seriously ill, have limited mobility or may be depressed. In view of these factors, it may be unrealistic to expect that an elder nursing home resident can and will visit floorbound elders. We may have to modify our goals and expectations in these settings.

We found, for example, that it is quite difficult to use television effectively in nursing homes unless residents have their own T.V. sets. Even when they have T.V.'s, a nurse or staff member has to make sure the dial is set to the right station and turn it on if the resident cannot do so. Staff in these homes are frequently burdened by constraints on their time and cannot be expected to follow up on these matters. It is more difficult to use a television on the ward if the majority of viewers do not want to watch the "assigned" T.V. program. Hospital hours, including bedtime and meal times as well as students' frequent doctor appointments may also make it almost impossible to watch programs offered at prime viewing hours. Thus, we have kept T.V. viewing to a minimum in these settings or have eliminated it altogether.

This has resulted in the need for very clear course outlines and class discussions which L.C.'s can transmit to roombound residents with a minimum amount of difficulty.

We have also introduced a new method of teaching in nursing home settings based on our experience at the Hebrew Home for the Aged in Riverdale. In view of the residents' difficulty sharing a Psychology course with roombound residents, the teacher and activity director of the Hebrew Home suggested trying a "buddy" system approach. Using this system, students attended class with another resident--a "buddy " whom they had chosen or to whom they had been linked. They agreed to share course material with one another if one partner was unable to attend class. Even if both attended, they met outside of the classroom, before the next session, to discuss the class material. This method worked quite well at the next course given at the Hebrew Home in "Parallels in Black and Jewish History"--a topic chosen by the residents. The majority of the residents are Jewish and sought improved communication with the Home's nursing staff which is largely black. Using the "buddy system", this course was well-received and attended. Another effective approach in nursing home settings is the one adopted by the State University of

New York at Albany, one of five educational institutions participating in this project under funding from the State Department of Education, Title I. S.U.N.Y. Albany used elder community volunteers as learning companions to share courses with nursing home residents. This may be a much more realistic use of this program in nursing home settings since it recognizes the limitations of the nursing home residents and accepts the fact that many, if not most of the residents, are themselves "roombound". Too, it offers the potential of educating the community about the needs of nursing home residents and may dispel some of the stereotypes and fears commonly held about nursing homes and their residents.

Still another variation on this methodology in nursing homes is the model used at Jewish Home and Hospital for Aged. Here staff attended class with the residents who were Learning Companions. Later staff sat in on the sessions that L.C.'s conducted with groups of floorbound patients. These sessions were conducted for 30 to 60 minutes weekly for the course's ten week duration. This "team" approach lessened the pressure on L.C.'s for conducting a one-to-one discussion with a roombound student and provided L.C.'s with support from staff members. A further benefit was that more ideas and student input were generated.

A student in teacher Mary Noone's Psychology class at Isabella Geriatric Center said that she had become more independent as a result of participating in several of the homebound classes. Speaking for herself and the class, this elder student said "we're learning to do things for ourselves". Leslie Foster, Coordinator of Volunteer Services, at Isabella Geriatric Center, stated that the relatives of patients who had taken courses had highly praised the program and insisted on knowing when the next course would be given. When the first course ended and there was uncertainty about whether there would be funds for a second course, the relatives were concerned and wanted reassurance that the program would continue.

We will continue to use and develop a variety of approaches in nursing homes. It may be necessary to design a different methodology for each situation. More likely, we will find that we can meet most needs with three or four basic teaching models. The use of this methodology to teach older adults in nursing homes and hospitals requires further innovation and evaluation.

B. Problems Encountered

Because of the success we experienced in organizing two courses for the elderly homebound in our 1975-76 pilot project with United Neighborhood Houses we had not anticipated the organizational and administrative challenges that would have to be overcome in setting up courses during the project year.

In the pilot study we worked cooperatively with United Neighborhood Houses, an agency with a well-organized friendly visiting program for shut-ins. It was relatively easy to organize courses with U.N.H. since they had identified both elder visitors and shut-ins and had matched them successfully.

In contrast, when we approached senior citizen centers and other social agencies at the project's outset in 1978, many were enthused and interested but were unable to participate. Often these agencies lacked sufficient staff time and resources to help recruit elder students for courses, to link L.C.'s with homebound and to complete any necessary follow-up work. Few had friendly visitor or telephone reassurance programs organized for shut-ins. As a result, potential students had to be recruited from senior center membership, church groups and other community groups. Much of this work was done by New York City Technical College staff. After weeks of intensive work with an agency, we would occasionally find that a course could not get off the ground. While time was lost in these instances, insight was gained on how to deal with particular organizational problems and eventually reduce or eliminate them.

We also faced difficulties recruiting elder students for courses (both L.C.'s and homebound). Some older adults were unable or unwilling to commit themselves to visiting a shut-in for the duration of a ten-week course.

We found that elderly people in big cities are often afraid to leave their homes because of their fear of being criminally assaulted or having their purses snatched, or pockets picked. In this sense, they felt more "crimebound" than homebound.

In many cases, because of the urban reality of muggings, Learning Companions were afraid to visit Homebound Learners. We found that pairing Learning Companions alleviated some of this fear. Assigning Learning Companions to their own neighborhoods was also helpful. This saved travel time and expenses as well.

Some of the homebound were too ill to participate fully; some feared having an L.C., whom they often did not know well, visiting them while others were not sufficiently interested in the classes. Some homebound live in high-floor walk-up apartments, making it difficult for L.C.'s to climb the stairs to visit them. We have realized the importance of social agencies carefully screening the L.C.'s and homebound who participate in the program. Does the L.C. fully understand his commitment to both take and share the course with a homebound elderly person? Do the homebound have an interest in an educational program? Have they a television set? Are they emotionally and physically able to participate? Such screening leads to more stimulating, productive classes.

These problems made us aware of the unique and important role played by social agencies in bringing this program into fruition. Social agencies know their senior populations best and need to take an active role in identifying potential students. They also provide encouragement and support to students after they have joined a class.

It was often difficult to recruit Learning Companions because of the lack of compensation for travel and lunch. In the second year of the project a transportation stipend was provided to cover part of the cost of the L.C.'s visits to shut-ins. If classes were held at the senior center, older adults were able to get their lunches as usual. This eased the economic strain for those living on fixed incomes, and helped Learning Companions feel compensated for their time and effort.

Learning Companions sometimes found it difficult to communicate with homebound clients. This takes a sense of confidence and comfort that takes time to develop. Some Learning Companions gained this self-confidence during the course but others never overcame their initial discomfort. It is important for teachers to continually support and encourage Learning Companions.

Many were afraid to fail. We tried to impress upon the Learning Companions that they were participants in a unique and untried educational experience where there is no real failure. The problems encountered in each course helped us to refine the methodology, improve teaching techniques and alter recruiting efforts. Teaching shut-ins is challenging and requires overcoming many obstacles. Any effort brings some reward to the Learning Companions and homebound students.

Perhaps the most difficult aspect of the Learning Companion-Homebound Learner relationship was the Learning Companion's fear, often expressed, but more often assumed by us, of over-identification with the hopelessness and depression of many of homebound learners. It took care and commitment for both Learning Companions and homebound learners to perservere.

Hindsight has shown that we needed to provide more formal recognition for our older learners. While individual graduation ceremonies were held at each course site, a more formal graduation ceremony including a lunch or dinner would have brought a greater sense of pride and accomplishment to the elders who participated. Special arrangements could have been made to transport at least some homebound students to such an event.,

While television often provided a varied and productive tool to teach homebound students, its use led to occasional problems. Sometimes there were program changes with little advance notice, making it difficult for teachers to plan. Television sets broke and were not repaired quickly. Some students went to sleep early, before programs were aired and others could not be budged from their favorite shows.

We found that a few of our teachers lacked the sensitivity and awareness needed to teach a seen (L.C.) and unseen (shut-in) student population and to provide the continual encouragement and preparation L.C.'s required to learn how to transmit what they were learning to shut-ins. Therefore, we became much more selective in choosing teachers, selecting only those who were flexible and who could alter their teaching styles as needed. Teachers who were comfortable with a discussion rather than a lecture format were also preferred.

One of the unexpected outcomes of this project has been the discovery that some older adults were so stimulated and encouraged by participation in an educational experience that they sought to further their studies. In a Sociology class given to home health aides through a CETA training program, 40 older adults registered for New York City Technical College's High School Equivalency program following completion of a course in the elderly homebound program. In addition, three nursing home residents who studied Psychology at the Hebrew Home for Aged in Riverdale enrolled in Mount St. Vincent College's, "College Emeritus Program". These students were transported to the college in a van provided by the nursing home. Special arrangements were made with Mount St. Vincent's college library for students to obtain needed materials and books.

The implications for theory and practice are clear. Older adults, regardless of age, can and do desire to learn. One L.C. described this desire as a "thirst for knowledge". The stimulation and exercise for the mind provided by thinking, reflecting and reaching beyond one's daily concerns is especially important for shut-ins whose everyday lives are constrained and restricted. Shut-ins need and deserve options to isolation and loneliness if they so choose.

One of the most important things learned from this project is that colleges and social agencies can imaginatively combine their separate resources to provide unique programs for elders; these resources often complement each other and can be used to reach greater numbers of elders than might otherwise be served.

As the birth rate declines and our elderly population increases, more and more older adults are living longer and are frequently alone. Since only 5% of the elderly population is institutionalized, most older adults are self-sustaining and live in the community. Involvement in projects like the elderly homebound program gives shut-ins visibility and acknowledgement by the larger community. Instead of feeling and being useless, elders can participate actively, give of themselves, learn, change and grow.

It is important for the State and Federal government not to lose the impetus fostered by the concept of life-long-learning. We must struggle to maintain programs that promote hope and life for the elderly; programs that tap their spirits and resources. Since funding for such programs is often temporary, alternative funding sources and the means to institutionalize these programs must be found. Private corporations and foundations must also be encouraged to support the work started in these areas. Social agencies and their advisory boards and funding sources must be urged to support educational programs that can brighten elders' lives.

VI. Summary

Since 1978, New York City Technical College, working cooperatively with five educational institutions throughout New York State, has organized seventy-three courses for the elderly homebound. These courses have reached 1,445 elderly including 667 homebound and 778 Learning Companions. We have trained 39 teachers in methods of reaching and teaching the elderly homebound and have developed cooperative relationships with eighty-six social agencies including senior citizen centers, church groups, "Y's", and nursing homes and hospitals for the aged among others.

We have conducted a wide variety of courses in varied disciplines. The courses given have used a unique tripartite methodology consisting of Learning Companions, homebound students and teachers. Television is used extensively as a teaching tool along with radio, poetry and other materials.

In organizing these courses we have found it is essential to develop cooperative relationships with social agencies in the community who assist in the recruitment of elder students and provide sites, without cost, for courses. In spite of the numerous constraints faced by these agencies, including limited resources, and lack of adequate staff members and time to handle administrative matters, we have found there are social agencies that are willing to overcome these problems and that welcome the opportunity to combine resources with a technical college for the benefit of elders.

We have organized courses in three distinct settings in the community. The first setting is in senior citizen centers, libraries, "Y's", churches and similar agencies where Learning Companions are usually volunteers. These L.C.'s are interested in taking non-credit tuition-free courses and are willing to engage in a peer teaching experience that is, learning and sharing knowledge with elder shut-ins.

The second setting is in social agencies where older adults are paid by social agencies to perform a variety of services for the homebound including home attendant services, friendly visiting and homemaker services. Through our courses, these elders augment the skills they have already acquired in working with homebound populations and often improve and significantly change the quality of their communication with shut-ins. Learning Companions' relationships with shut-ins have often become more meaningful.

In the third setting--nursing homes--we have tried a variety of approaches. These have included: 1) having more mobile nursing home residents (L.C.'s) and nursing home staff take courses together and share course material with groups of floorbound residents, 2) having residents (L.C.'s) share courses with roombound on a one-to-one basis rather than sharing teaching with staff, 3) developing a "buddy system" where two residents are paired and attend class together. If one resident is ill the other shares relevant course material with the ill partner. If both attend class they continue to meet outside of class to reinforce and discuss what they have learned, and, 4) having elders who reside in the community take courses in nursing homes which they share on a one-to-one basis with an assigned roombound or floorbound nursing home resident.

The approaches in each of these settings has problems and advantages. In using volunteer L.C.'s from senior centers and similar organizations, we have found that older adults who rarely participate in educational or group experiences can acquire new learning and communication skills, gain self-confidence and strengthen their own learning through discussion with the homebound. Except for a small stipend these elders are not compensated for their involvement with shut-ins--an involvement which is often challenging and difficult.

In using Learning Companions who are paid by other agencies for services performed for shut-ins, there may be a greater incentive for dealing with problems that arise in visiting and sharing courses with shut-ins. These older adults can tap already existing skills that may facilitate achievement of our goals while adding a new dimension to their relationships with the homebound.

The possibilities in nursing home settings are varied. In some cases elder residents welcome a teaching-sharing role while in other cases the use of "buddies" is more appropriate.

An exciting prospect in nursing homes is the use of older community volunteers who take courses in nursing homes which they share with room-bound residents. This approach has the advantage of making members of the community more aware of nursing homes and their residents' needs. It may facilitate the growth and development of future visiting and volunteer programs within nursing homes by community residents.

In predicting the factors that contribute to the success of a course, we have found that the choice of the course subject is most important, followed by the cooperation of the social agency, teacher selected and lastly the site where the course is held. The topic older adults study should be relevant to their needs and lives. Whenever possible elders should select the subject studied. Proof of the success of this approach was clearly seen at the Hebrew Home for Aged in Riverdale where older residents chose "Parallels in Black and Jewish History" as their course. The class was well-attended and participation was high. Although it is more difficult and takes considerable planning and time, the homebound should be given the opportunity to select the course along with the Learning Companion. When we started the program we found it best to limit the choice of courses and often chose the course ourselves. We found it too difficult to initiate a new program, recruit students and then expect them to select a topic without any familiarity with the project and its aims. This is especially true for seniors who have been removed for some time from educational settings and who seek some direction. However, once a program is accepted by an agency or center, it is educationally advantageous for students to select their own courses.

In fact, whenever we have offered a group a second or third course, the course has proven more successful in achieving the project's aims. By then students and agency staff have a more thorough understanding of the project and their respective roles and appear to get much more out of the course. In addition, L.C.'s visit shut-ins more regularly and and are more comfortable sharing knowledge with the homebound.

As indicated earlier, the agency contributes greatly to the success or failure of the project by the support and flexibility shown and their willingness or ability to devote staff time and follow-up to the project.

The teacher selected has an impact on the course's success particularly in regard to his/her ability to motivate students. Teachers from a wide variety of disiplines brought a creativity and freshness to teaching approaches and possibilities.

Finally, we found the course's site to be of least importance to the course's overall success. Accessibility is, of course, important to students but they are flexible about the physical limitations of course sites including room size, seating, etc.

Through the questionnaire distributed to a small group of elder students, we learned that the Elderly Homebound Project has had a positive effect upon elders' feelings of life satisfaction. Students also reported a preference for more contact with their relatives and indicated they tend to see friends more frequently than relatives. In the Elderly Homebound Project quite a few older adults shared the course with relatives which potentially could meet their needs for greater contact with families. Some older adults shared courses with friends and neighbors which could also have a beneficial effect upon shut-ins by allowing them more and closer relationships with individuals in their neighborhoods and by the creation of an "extended family" network.

A. Significance for Practitioners, Administrators and Policy Planners

Practitioners

Practitioners working with elderly populations or volunteer groups should consider that:

1. Older adults have a strong desire to continue learning and growing.
2. Recruiting is the heart of this program and requires skill, time and a considerable amount of follow-up.
3. Older students will need continual reinforcement and support to stay with the program and continue visiting shut-ins. Homebound students need encouragement to continue despite poor health and other debilitating factors.
4. Students must have a clear focus and understanding of the goals and aims of this project.

Administrators

Directors of social agencies, senior citizen centers and similar agencies should consider the following factors in planning a similar project:

1) A flexible staff is needed to handle the often slow process of recruiting, continual follow-up required and snags that will develop.

2) A flexible staff is vital to the project's success. Teachers must be flexible, sensitive to students needs and able to vary their teaching approaches to meet the groups' educational needs.

3) Finding alternative funding sources is essential once grants are no longer available.

Policy Planners

State and government representatives who plan programs must:

1) study the positive effects of life-long learning upon our society's growing elderly population.

2) establish more permanent funding sources that can continue the momentum created by unique programs such as the Elderly Homebound Project. When a need has been defined and partially met, as it has been in this project, it is important that programs have the opportunity to continue. If an expectation for service has been created, it should be kept alive.

B. Recommendations

We have found that homebound elders can benefit significantly from programs in higher education that seek to stimulate and challenge them. Groups and organizations that start similar programs should:

1) identify the social agencies, organizations, senior citizen centers and similar organizations in their communities that are willing to engage in a cooperative relationships to set-up programs.

2) identify the staff members who will coordinate and administrate the program and who will recruit students, hire and train teachers.

3) provide encouragement and support to elder students, Learning Companions and homebound alike--to motivate them to learn and share knowledge with each other.

4) experiment with a variety of settings in which courses can be offered including senior centers, nursing homes, adult homes, senior citizen housing projects and social agencies that employ older adults in services for the elderly homebound.

5) try a variety of courses in various disciplines to learn what best meets the interests and needs of individual senior populations.

6) consider an intergenerational approach--use high school or college students as Learning Companions for homebound elders. This provides an opportunity for both groups to eliminate some of the stereotypes each has about the other and offers opportunities for continued learning and growth to both.

The Elderly Homebound Project has been both challenging and rewarding to organize. It is not always easy to convince people, especially older adults, that it is worthwhile for them to invest time and energy in themselves through educational programs. Education is traditionally viewed by all age groups as a means to an end--a new job, a trade or a degree. Of what value is education to a 65 year old, or even more so, to an 85 year old?

Education can kindle a spark in us; it triggers insight, disagreement, confidence, and change--the ingredients which make and keep us alive. The potential for this growth belongs to all groups and ages and may be particularly relevant to older adults who often do not receive the approbation, concern and caring they need from our youth-oriented society. As a result, older adults must often learn to create their own sense of worth and dignity. Enriching their minds through social interaction and learning, stirring them from listlessness and the ache of unknowing may be one way in which to begin.

APPENDIX

1. Course List 1978-1979
   1979-1980
   1980-1981
2. Course Outline
3. Guidelines for Teachers & Teacher's Visit to a Homebound Student
4. Handbooks developed by State University of New York at Albany, part of our consortium, for Learning Companions and Homebound Students
5. Letter from a Homebound Student
6. Letter from a Learning Companion
7. Examples of student's poetry from the Poetry/Life course
8. Dr. Mary Noberini's Report on conducting the program in a nursing home setting
9. Requests for Homebound Manual
10. Homebound Manual--"Never Too Late . . ."
11. Newsletter for Homebound Students and Learning Companions

Fall 1978
New York City

"EXTENDING CONTINUING EDUCATION TO THE ELDERLY HOMEBOUND"

TITLE I HIGHER EDUCATION ACT 1965 #78-295-023

(RESEARCH FOUNDATION OF C.U.N.Y. #7826)

COURSE TITLE	COOPERATING SOCIAL AGENCY OR AREA	INSTRUCTOR	STARTING DATE	# OF WEEKS	# OF HOURS	DAY & TIME	COURSE SITE
Psychology	Lutheran Community Services, Inc.	Lenore Powell	10/24/78	9	18	Tues. 10am-12Noon	Prospect Avenue Luncheon Club
Gardening	Jewish Home & Hospital for Aged	Kalmia Devero	10/25/78	9	18	Wed. 10:30am-12:30pm	Jewish Home & Hospital for Aged
Sociology	United Neighborhood Houses	Bob Disch	10/31/78	9	18	Tues. 10am-12Noon	United Neighborhood Houses
History	Brighton Beach/ Coney Island	Wallace Sokolsky	10/31/78	9	18	Tues. 10am-12Noon	Brighton Beach Library
Critical Analysis of Television	Bay Ridge	Richard Greenfield	10/31/78	9	18	Tues. 1pm-3pm	Bay Ridge Library
Drama	Isabella Geriatric Center	Ronica Stern	2/22/79	9	18	Thurs. 10am-12Noon	Isabella Geriatric Center
Psychology	Jewish Association for Services for Aged (J.A.S.A.)	Lenore Powell	2/23/79	9	18	Fri. 10am-12Noon	Coney Island Library

Spring 1979
New York City

"EXTENDING CONTINUING EDUCATION TO THE ELDERLY HOMEBOUND"

TITLE I HIGHER EDUCATION ACT 1965 #78-295-023

(RESEARCH FOUNDATION OF C.U.N.Y. #7826)

COURSE TITLE	COOPERATING SOCIAL AGENCY OR AREA	INSTRUCTOR	STARTING DATE	# OF WEEKS	# OF HOURS	DAY & TIME	COURSE SITE
Social Psychology	CETA/Path Program	Maria Burgio	3/26/79	9	18	Mon. 2pm-4pm	Federation of the Handicapped
Sociology	United Neighborhood Houses	Bob Disch	4/9/79	9	18	Mon. 9:30am-11:30am	Willoughby Settlement House
Human Relations*	Jewish Home & Hospital for Aged	Becky Adelson	4/30/79	1	2	Mon. 9:30am-11:30 am	Jewish Home & Hospital for Aged
Psychology	Ozone Park Senior Center	Mimi Gould	5/3/79	9	18	Thurs. 1pm-3pm	Ozone Park Senior Center
Psychology Of Everyday Living **	Parkside Senior Center	Maria Burgio	5/11/79	4	8	Fri. 9:45am-11:45 am	Parkside Senior Center
History of the Family	United Neighborhood Houses	Phyllis Grunauer	6/4/79	9	18	Mon. 10am-12Noon	United Neighborhood Houses

* This course was discontinued because additional organizational time to interpret program and recruit students was found to be needed.

**This course was discontinued because many of those who registered for class did not attend regularly or dropped out.

Upstate Course Schedule

"EXTENDING CONTINUING EDUCATION TO THE ELDERLY HOMEBOUND"

Title I
Higher Education Act 1965
#78-295-023

Spring 1979
Binghamton

Binghamton - Broome Community College
P.O. Box 1017, Binghamton, N.Y. 13902
(607) 772-5058
Coordinator: Robert DiNunzio

COURSE TITLE	COOPERATING SOCIAL AGENCY OR AREA	INSTRUCTOR	STARTING DATE	# OF WEEKS	# OF HOURS	DAY & TIME	COURSE SITE
The Group as an Experience in Sociology	City Housing Authority	Frank DiStefano	4/26/79	8	16	Thurs. 6-8pm	Senior Center Hi-Rise
Introduction to Literature	Vestal Nursing Home	Palma Longo	4/26/79	9	18	Thurs. 6-8pm	Vestal Nursing Home
Comparative Religion	Broome County Council of Churches	Nancy Hanover	4/26/79	9	18	Thurs. 6-8pm	First Congregational Church
Current Social Issues	River Mede Manor Nursing Home	Frank DiStefano	4/24/79	8	16	Tues. 6-8pm	River Mede Manor Nursing Home

Spring 1979
Buffalo

"EXTENDING CONTINUING EDUCATION TO THE ELDERLY HOMEBOUND"
State University of New York (S.U.N.Y.) at Buffalo
Coordinator: Doris Hammond
Multidisciplinary Center for the Study of Aging
Annex A
Buffalo, N.Y. 14214
(716) 831-3834

Title I
Higher Education Act 1965
#78-295-023
CUNY RF#7826

COURSE TITLE	COOPERATING SOCIAL AGENCY OR AREA	INSTRUCTOR	STARTING DATE	# OF WEEKS	# OF HOURS	DAY & TIME	COURSE SITE
Current Events	Gowanda Psychiatric Center	Doris Hammond	4/4/79	9	18	Wed. 9am-11am	Gowanda Psychiatric Hospital
Social Gerontology	Daemen College	Gary Brice	4/9/79	9	18	Mon. 8:30am-10:30am	Daemen College
Ethnic Heritage	Veterans Administration Hospital	Ruth Pugash	4/12/79	9	18	Thurs. 2pm-4pm	Veterans Administratio Hospital
Current Events in Israel & the Middle East	Jewish Family Service	Joan McArdle	4/17/79	9	18	Tues. 10:00am-12 Noon	Jewish Community Cente
Psychology	Retired Senior Volunteer Program (R.S.V.P.)	Doris Hammond	4/19/79	9	18	Thurs. 1pm-3pm	Center for the Study of Aging (S.U.N.Y. at Buffalo)

Spring 1979
Rochester

"EXTENDING CONTINUING EDUCATION TO THE ELDERLY HOMEBOUND"
State University College at Brockport
Coordinator: Nancy Newton
Division of Continuing Education
State University at Brockport
Brockport, N.Y. 13320
(716) 546-7220

Title I
Higher Education Act 1965
#78-295-023
CUNY RF#7826

COURSE TITLE	COOPERATING SOCIAL AGENCY OR AREA	INSTRUCTOR	STARTING DATE	# OF WEEKS	# OF HOURS	DAY & TIME	COURSE SITE
The Power of the Tube	Eastside Community Center (Title IX of OAA) and Monroe County Office for the Aging	Dennis O'Brien	5/10/79	9	18	Thurs. 9am-11am	Eastside Community Center
Creative Writing	Pinnacle Place Hi-Rise	Mark Hare	5/9/79	9	18	Wed. 4:30pm-6:30 pm	Pinnacle Place (Low-Moderate income Hi-Rise)

"EXTENDING CONTINUING EDUCATIONAL SERVICES TO THE ELDERLY HOMEBOUND"

Spring/Summer 1979

ADMINISTRATION ON AGING

TITLE III SECTION 308 OLDER AMERICANS ACT MODEL PROJECTS GRANT #90-A-1623 1978-79

(RESEARCH FOUNDATION OF C.U.N.Y. #3203)

COURSE TITLE	COOPERATING SOCIAL AGENCY OR AREA	INSTRUCTOR	STARTING DATE	# OF WEEKS	# OF HOURS	DAY & TIME	COURSE SITE
Modern Israel	Scheuer House	Sandra Laks	2/26/79	9	18	Mon. 10am-12	Scheuer House
Psychology of Everyday Living	St. Patrick's Cathedral	Lenore Powell	5/10/79	1	2	Thurs. 1:30pm-3:30pm	Allerton House
Drama II	Isabella Geriatric Center	Ronica Stern	5/10/79	9	18	Thurs. 9:45am-11:45am	Isabella Geriatric Center
Current Events/ Middle East	Jewish Association for Services for Aged (J.A.S.A.)	Yehuda Shragai	5/11/79	9	18	Fri. 10am-12Noon	Coney Island Library
Sociology	Canaan Baptist Church	Ebony Kirkland	5/23/79	9	18	Wed. 10:30am-12:30pm	Canaan Baptist Church
Psychology/T.V. Drama	St. Matthew and St. Timothy	Muriel Fleit	6/4/79	9	18	Mon. 12:45pm-2:45pm	St. Matthew and St. Timothy
Psychology	Hebrew Home for Aged	Dr. Mary Noberini	6/7/79	9	18	Thurs. 3pm-5pm	Hebrew Home for Aged
Relaxation-Human Behavior	Jewish Home & Hospital for Aged	Anne Gallagher	6/7/79	9	18	Thurs. 9am-11am	Jewish Home & Hospital for Aged

"EXTENDING CONTINUING EDUCATIONAL SERVICES TO THE ELDERLY HOMEBOUND"

ADMINISTRATION ON AGING

TITLE III SECTION 308 OLDER AMERICANS ACT MODEL PROJECTS GRANT #90-A-1623 1978-79

(RESEARCH FOUNDATION OF C.U.N.Y. #3203)

COURSE TITLE	COOPERATING SOCIAL AGENCY OR AREA	INSTRUCTOR	STARTING DATE	# OF WEEKS	# OF HOURS	DAY & TIME	COURSE TITLE
Sociology	Troy Senior Center	Terry Phillips	6/14/79	9	18	Thurs. 1pm-3pm	Troy Senior Center
Psychology of Everyday Living	Multiple Sclerosis Service Organization	Lenore Powell	6/18/79	9	9 (1 hr. per wk)	Mon. 1pm-2pm	Multiple Sclerosis Service Organ.
Psychology of Everyday Living	Multiple Sclerosis Service Organization	Lenore Powell	6/19/79	9	9 (1 hr. per wk)	Tues. 1pm-2pm	Multiple Sclerosis Service Organ.
Psychology of Everyday Living	Multiple Sclerosis Service Organization	Lenore Powell	6/20/79	9	9 (1 hr. per wk)	Wed. 1pm-2pm	Multiple Sclerosis Service Organ.
Psychology	Woodhaven Senior Center	Mary Noone	7/24/79	9	18	Tues. 10am-12pm	Woodhaven Senior Center
Current Events	Isabella Geriatric Center	Mary Noone	7/25/79	9	18	Wed. 9am-11am	Isabella Geriatric Center
Fall 1979							
Psychology	Bronx "Y"	Mary Noone	9/19/79	9	18	Wed. 1pm-3pm	Bronx "Y"
Sociology	CETA/Path Program	Bob Disch	9/26/79	9	18	Wed. 2pm-4pm	Federation of the Handicapped

"EXTENDING CONTINUING EDUCATIONAL SERVICES TO THE ELDERLY HOMEBOUND"

ADMINISTRATION ON AGING

TITLE III SECTION 308 OLDER AMERICANS ACT MODEL PROJECTS GRANT #90-A-1623 1978-79

(RESEARCH FOUNDATION OF C.U.N.Y. #3203)

COURSE TITLE	COOPERATING SOCIAL AGENCY OR AREA	INSTRUCTOR	STARTING DATE	# OF WEEKS	# OF HOURS	DAY & TIME	COURSE TITLE
Nutrition and Health	Multiple Sclerosis Service Organization	Bernice Stock	10/8/79	9	9 1 hr. per wk)	Mon. 1:30pm-2:30pm	Multiple Sclerosis Service Organ.
Nutrition and Health	Multiple Sclerosis Service Organization	Bernice Stock	10/9/79	9	9 (1 hr. per wk)	Tues. 1pm-2pm	Multiple Slerosis Service Organ.
Nutrition and Health	Multiple Sclerosis Service Organization	Bernice Stock	10/10/79	9	9 (1 hr. per wk)	Wed. 1pm-2pm	Multiple Sclerosis Service Organ.
Sociology	Canaan Baptist Church	Ebony Kirkland	9/26/79	9	18	Wed. 10:30am-12:30pm	Canaan Baptist Church
Psychology of Current Events	Isabella Geriatric Center	Mary Noone	10/22/79	9	18	Mon. 3pm-5pm	Isabella Geriatric Center

Elderly Homebound Program

New York City Technical College Courses - 1980-81

Course	Starting Date	Day and Time	Teacher	Location and/or Sponsoring Agency	Funding Source
Psychology of Everyday Life	November 21, 1980	Friday 3-5 PM	Mary Noone	Federation of the Handicapped-CETA Home Health Aide Training Program 154 W. 14th Street New York, N.Y. 10011	I.S.O.A.
American Short Story	January 6, 1981	Tuesday 10 AM to 12 PM	Dina McClellan	Bronx YM-YWHA Senior Citizens Center 1130 Grand Concourse Bronx, N.Y. 10456	Title 1 HEA
Psychology of Current Events	February 23, 1981	Monday 10:30 to 12 Noon	Mary Noone	Allen A.M.E. Senior Citizen Center	I.S.O.A.
Life Review/ Poetry	April 13, 1981	10-12 Noon	Jeffrey Wright	Lorraine Jablonski United Neighborhood Houses 101 East 15th Street New York, N.Y. 10003 677-0300	Chase Manhattan BAnk

Coordinator:
Doris Hammond
(716) 9474301

Elderly Homebound Program

SUNY Buffalo Courses 1980-81

Course	Starting Date	Day and Time	Teacher	Location and/or Sponsoring Agency	Funding Source
Current Events	September 22, 1980	Wednesday 2-4 PM	Doris Hammond	Creek Bend Heights	Title 1 HEA
Current Events and Leisure Activities	September 23, 1980	Thursday 1:30 to 3:30 PM	Doris Hammond	D'Youville College and Mary Agnes Manor	Title 1 HEA
Social Problems	October 6, 1980	Monday 3-5 PM	Bonnie Gambee	First Church of Evans	Title 1 HEA

Coordinator:
Gayle Pignone
(518) 455-6107

Elderly Homebound Program

SUNY Albany Courses 1980-81

Course	Starting Date	Day and Time	Teacher	Location and/or Sponsoring Agency	Funding Source
A Visit To...	October 6, 1980	Monday 2:00 to 3:30 PM	Maureen Didier	Veterans Administration Hospital	Title 1 HEA
American Politics	October 7, 1980	Tuesday 1:00 to 2:30 PM	Bernard Johnpoll	Child's Nursing Home	Title 1 HEA
Birds Around Us	March 26,1981	Thursday 12:30 to 2:30 PM	Robert Marx	Ravina Nutrition Center - Senior Projects of Ravina	Title I HEA

Coordinator:
Margaret Jhonson-Speights
32 Ocean Avenue
Northport, N.Y.
(516) 757-1718

Elderly Homebound Program

SUNY Farmingdale Courses 1980-81

Course	Starting Date	Day and Time	Teacher	Location and/or Sponsoring Agency	Funding Source
Psychology of Everyday Living	September 18, 1980	Thursday 1:30 to 3:30 PM	Chester Koons	Northport-held at St. Paul's United Methodist Church in cooperation with Huntington Senior Citizens Club	Title 1 HEA
Psychology of Everyday Living	September 16, 1980	Tuesday 1-3 PM	Chester Koons	Great Neck Senior Citizens Center	Title 1 HEA
Psychology of Everyday Living	March 19, 1981	Thursday 3-5 PM	Chester Koons	Northport High School Dawn Hill Adult Home Birchwood Adult Home	Title I HEA

NEW YORK CITY TECHNICAL COLLEGE

1979-80
Hea I

Church of the Master Senior Citizens Center	Psychology of Current Events	Began December 18
United Neighborhood Houses	Current Events	" February 12
The Drew Hamilton Senior Citizens Center	Psychology of Everyday Living	" April 15
Bronx YM-YWHA Senior Citizens Center	The American Short Story	" April 16
Co-op City Nutrition Program	Jewish Culture	" May 8
Isabella Geriatric Center	Psychology of Everyday Living	" May 20

SUNY BUFFALO

Retired Senior Volunteer Program (RSVP)	Psychology	Began Oct. 2
Jewish Family Services	The Family	" Oct. 1
Brent Manor Retirement Home	Sociology	" Feb. 26
First Church of Evans	Sociology of the Family	" Feb. 25
Mary Agnes Manor	Psychology	" March 21

SUNY ALBANY

Childs Nursing Home	Birds Around Us	Began April 3
Veterans Administration Hospital	Ourselves in Writing	" April 2
Good Samaritan Nursing Home	Visions in Poetry	" April 3
Thurlow Terrace	Tuning into Soap Operas	To be confirmed

SUNY FARMINGDALE

United Presbyterian Residence	Social Issues	Began Jan. 17
Westbury Senior Citizens Center	The Influence of Television on Our Lives	" Feb. 5

SUNY Farmingdale - Cont'd.

GlenCove Office of Senior Services	Psychology of Everyday Living	Began March 12
Great Neck Senior Citizens Center	Current Social Issues	" April 14
Community Church in Syosset	The Psychology of Everyday Living	" April 24

Guidelines for Teachers

Since the elderly homebound program covered a large geographic area and close teacher supervision was difficult, it was imperative that teachers have a set of teaching guidelines to consult. These guidelines were written by our Lead Teacher and were distributed at training seminars and teacher orientation meetings.

At orientation meetings we stressed the importance of teacher's visits with their homebound students which are mentioned in the guidelines. Without a first-hand knowledge of the special needs of the homebound, teachers would be handicapped in planning courses that meet the needs of these unique students. Teachers were therefore required to visit at least four homebound students usually accompanied by the Learning Companion. Through these visits, teachers also served as a role model for Learning Companions on how to teach the homebound.

TEACHING THE HOMEBOUND

Suggestions and Guidelines for Teachers

1. Goals of the Program

   A. To expand the world of the homebound elderly through educational experience.

   B. To help volunteers and homebound alike become more critical viewers of television.

   C. To both facilitate and enrich the interaction between the volunteers and the homebound through shared educational experience.

   D. To help the elderly deal with what has been referred to as "the fundamental task of old age, to encounter who we are...through involvement with the humanities and social sciences".

2. Teaching Suggestions: The following are hints which may need to be modified with each group you are teaching. Pick and choose as you wish.

   A. The First Class - The first class will be extremely important, especially for teachers working with unpaid* Learning Companions (L.C.'s). Plan the class well, but remain flexible. Take a break after the first 45 minutes. Use it for informal talks with the Learning Companions. If teaching a morning class, stop before noon. Students will be getting hungry and restless and some may have to leave early to go to lunch. At their senior centers or other organizations.

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*Some Learning Companions were paid by their agencies as homemakers, home-health-aides, etc. Others visited the homebound as volunteers.

Leave the class with a stimulating question, idea or problem to open up the next session and to motivate them to attend the next class. Also, remember that the Learning Companions are assuming the new, challenging (and possibly threatening role of "teacher". Some will necessarily be nervous and insecure. Mention that each participant including shut-ins will receive a certificate if he or she completes seven of the ten class assignments.

B. Remain Flexible - Do not continue with content or methods that fail to ignite student interest and involvement. Be ready to change direction at any time. If an assignment flops, shift to another approach. For example, many of us will want to use the relatively "highbrow" content on WNET/Channel 13. If it works, fine! If not try lighter T.V. material. We've used "All in the Family". "Marcus Welby, M.D.", health-aide ads, and soap operas to provoke discussion of social issues. We've also used "The Biography cf Margaret Sanger" with success.

C. Lecture/Discussion Format - Most teachers favor the lecture/discussion format. Straight lecturing usually fails. Involve the students in discussion.

D. Audio/Visual - Use television, slides, movies, film strips and A/V aides to enhance your clesses. Public libraries have substantial A/V holdings.

E. Shared Experience - Whenever possible, schedule television or radio assignments so that Learning Companions and Homebound can watch a program together. This is not easy, but it definitely helps the educational process when it can be done.

F. What's Getting Through? - After presenting material to your class, stop and ask a few questions about content. Give an ego building true/false quiz. Find out how much is getting through; how much is missing the mark.

Remember: Don't embarrass the non-literate or grade the papers. Often it is useful to repeat main points in two or three different ways. Many older adults have been trained not to question a teacher's authority. Encourage students to speak up when they don't understand or don't agree with your presentation.

G. Use Basic English - Keep all written handouts in clear, basic English. Proceed on the assumption that your students are intelligent but unversed in the conventions and vocabularies of scholorly discourse.

H. Push for Improved Performance - If your first few handouts seem to work well, expand homework assignments, and improve the quality of the television programs. See how far students will go in producing written materials and improving television viewing habits.

I. Multiple Assignments - Give two or three television assignments at different levels of difficulty if you feel that student diversity requires it. Request that students view at least one (or two) of the programs. This allows for choice and improves the chances for success.

J. Resource Help - We receive advance notice about television programming. Whenever we notice a program of interest in your field, we'll mail it to you or telephone you about it. Please contact us as often as you wish to inquire about forthcoming programs.

K. Xeroxing - Teachers are asked to xerox course materials and assignments in the agencies where they are teaching. If this is impossible, call us and we will try to have it done at the college. Please keep xerox requests down to two pages, per student, per class. We'll do our best to accommodate longer requests but can make no promises. Give us at least wo weeks time.

MAKING FRIENDS THROUGH LEARNING

Institute of Gerontology
School of Social Welfare
State University of New York at Albany
135 Western Avenue
Albany, New York 12222
455-6107

Funded by a Grant From
New York City Community College
Under Title I of the
Higher Education Act

HOMEBOUND ELDERLY EDUCATION
PROGRAM DESCRIPTION

PURPOSE OF THE PROGRAM:

This is a program to share an educational experience with the homebound adult student. It has been done in New York City and in upstate New York and is now being tried in the Albany area.

The key person in this program is the Learning Companion who is a volunteer enrolled in a nine-week course. In between the classes, the Learning Companion will schedule a one-hour weekly visit with an assigned homebound adult for the purpose of sharing the class material.

GOALS AND BENEFITS OF THE PROGRAM:

The goals of this program are to:

*Make friends through learning.
*Enrich lives for the participants.
*Make television viewing and reading more interesting, meaningful, and pleasurable.
*Give a feeling of accomplishment by learning new things.

There are many benefits of this program both to the Homebound Adult Learner and to the Learning Companion.

*Many older adults have a great thirst for knowledge.
*Older adults can satisfy intellectual curiosity - long neglected areas of interest can be explored.
*Older adults have earned the right to education from our society. They have paid taxes and contributed their efforts, abilities, and services for many years.
*Most older adults do not seek credit or degrees but rather the knowledge to be gained, the opportunity for interesting discussion, and the excitement of new ideas from education.

SCOPE OF THE PROGRAM:

The volunteer will be taught two things: (a) the course material; and (b) how to share it with the homebound person. Orientation and weekly discussions will include many ways of teaching and ideas for sharing the information learned.

THE LEARNING COMPANION:

You, the Learning Companion, are an important person. You are a volunteer who has agreed to be enrolled in a course given without charge. The course will run for nine weeks. Each weekly session will last two hours. At completion of the course you will be given a Certificate of Participation. You will be assigned to share this course with a homebound adult, and following each class you will meet with your learning partner to share the learning experience.

A good atmosphere and friendship for sharing has to be developed. The Learning Companion's institution, understanding of people, and sense of humor will be important tools. At times the Learning Companion may have to repeat or use simple sentences or gestures to be understood.

The Learning Companion is not expected to be a teacher. You are a helper who is willing to share time and knowledge. Likewise, you are not expected to know all the answers.

THE HOMEBOUND ADULT LEARNER:

You may find that the homebound adult may have certain difficulties. The person might be in a wheelchair or have problems seeing or hearing. In addition, he or she may feel lonesome or depressed. In spite of any such problem, the homebound adult enjoys learning as much as you do. The Learning Companion will be a welcome visitor.

WHAT TO LOOK FOR:

There are certain things that the Learning Companion should look for. Most important of these are any difficulties the homebound person may have in getting about or hearing or seeing. Attention should be given to proper and comfortable seating, vision and lighting, hearing and outside noise, and temperature and ventilation. Should the person not be able to use a hand, notice which one it is so that any material given is placed near the good hand. Another point to bring up is that sometimes people speak to us without saying words--that is they may use gestures or their attitudes may tell us a lot. It may help to notice these signs.

HELPFUL HINTS:

Make it easy to learn.
Be aware of the physical set-up and correct for any discomfort.
Set up a time schedule for each lesson and stay with it.
Timing is important. Don't push too fast.
Set the time for your visit so that it doesn't interfere with any other plans that your learning partner may have.
Have patience to go slowly. Repeat when necessary.
"Work with" rather than "do for".

The courses offered are:

TUNING IN TO SOAP OPERAS

Gain a deeper insight into the lives of people through the personalities and problems portrayed in the soap operas. Millions of viewers know that soap opera characters reflect the lives of ourselves and people we know.
Teacher: Donna Lamkin, a faculty member of the School of Social Welfare of SUNYA, has been a long-time fan of the soap opera and enjoys sharing the experience of the characters with others.

BIRDS AROUND US

Listen to current information on the spring bird scene. Learn identification clues such as color, size, shape, and behavior and habitat of about fifty birds that one could see here in the Albany area.
Teacher: Bob Marx, past president of the Hudson-Mohawk Bird Club, co-editor of Dial-A-Bird, bird photographer, lectures and presents his original sound and slide programs at various clubs and group meetings.

OURSELVES IN WRITING

Everyone has a story tucked away! This course will help develop these stories in writing. Tall tales, figments of the imagination, and experiences will be shared.
Teacher: Shirley Nelson, author and teacher, will help develop your experiences into delightful stories.

VISIONS IN POETRY

Learn to express a feeling, a memory, thoughts about a person, animal or event - all in poetry - have fun with words.
Teacher: Lynne Lifshin, teacher and poet, will teach, in her own special way, the skills of writing poetry.

VISIT PLAN

BEGINNING THE PROGRAM:

Before Your First Visit

Contact your learning partner.
Introduce yourself.
Arrange the time and date for your first visit.
Arrange how you will be admitted to the home.

The First Visit

1. Bring any necessary materials (paper, pencils, etc.) Extra materials such as pictures and newspaper articles are helpful.
2. Arrive on time. If you are going to be late, telephone.
3. Announce who you are. Allow time for opening door, etc.
4. Getting started. This is a very important time. Don't rush it. You will want some time to get acquainted. You may also want to talk about the program. The homebound person should suggest the best place to work. Decide with your learning partner what is the best time for your visits. Try to arrange your visits so that they will not interfere with any other plans and so that there will not be any interruptions.
5. Observe if everything is ready for sharing the learning. Is there enough light? Is the seating comfortable? Is there a draft? Is anything else needed?
6. Sharing the learning experience. Talk about a small part of the class. Use your judgment as to how much you should cover. Too much at one time might be tiring.
7. Go over what you have done together. Decide on how any questions will be answered. Remember, you can bring your questions back to class. Your learning partner may want to contact some friends or relatives to help get some answers. Review the time and arrangements for your next visit.

CONTINUING THE PROGRAM:

Visits No. 2 - No. 6

1. Bring necessary materials. Remember, newspaper articles, pictures, etc., are helpful.
2. Arrive on time. Telephone your partner if you are going to be late. (Check to see whether your partner has your phone number for the same reason.)
3. Announce who you are. Anticipate time necessary for opening the door, etc.
4. Warm-up. Allow some time before you begin so that you and your learning partner can talk about something of interest other than the material you are learning.

Don't patronize. Any admiration or praise should be honest.
Improvise. Use your own words and ideas.
Encourage the Homebound Learner to share what is learned with others.

SNAGS AND SOLUTIONS:

Each weekly program presentation will have the first fifteen minutes set aside by the instructor for answering any questions and dealing with any difficult situations. Any questions or problems which come up during the week can be brought up at that time.

THANK YOU!

MAKING FRIENDS THROUGH LEARNING

Institute of Gerontology
School of Social Welfare
State University of New York at Albany
135 Western Avenue
Albany, New York 12222
455-6107

Funded by a Grant From
New York City Community College
Under Title I of the
Higher Education Act

VISIT PLAN

BEGINNING THE PROGRAM:

Before Your First Visit

Contact your learning partner.
Introduce yourself.
Arrange the time and date for your first visit.
Arrange how you will be admitted to the home.

The First Visit

1. Bring any necessary materials (paper, pencils, etc.) Extra materials such as pictures and newspaper articles are helpful.
2. Arrive on time. If you are going to be late, telephone.
3. Announce who you are. Allow time for opening door, etc.
4. Getting started. This is a very important time. Don't rush it. You will want some time to get acquainted. You may also want to talk about the program. The homebound person should suggest the best place to work. Decide with your learning partner what is the best time for your visits. Try to arrange your visits so that they will not interfere with any other plans and so that there will not be any interruptions.
5. Observe if everything is ready for sharing the learning. Is there enough light? Is the seating comfortable? Is there a draft? Is anything else needed?
6. Sharing the learning experience. Talk about a small part of the class. Use your judgment as to how much you should cover. Too much at one time might be tiring.
7. Go over what you have done together. Decide on how any questions will be answered. Remember, you can bring your questions back to class. Your learning partner may want to contact some friends or relatives to help get some answers. Review the time and arrangements for your next visit.

CONTINUING THE PROGRAM:

Visits No. 2 - No. 6

1. Bring necessary materials. Remember, newspaper articles, pictures, etc., are helpful.
2. Arrive on time. Telephone your partner if you are going to be late. (Check to see whether your partner has your phone number for the same reason.)
3. Announce who you are. Anticipate time necessary for opening the door, etc.
4. Warm-up Allow some time before you begin so that you and your learning partner can talk about something of interest other than the material you are learning.

5. Review
   Briefly go over the material and questions of your previous visit.
6. Sharing the learning experience.
   Present the information and share the learning the same way as you did during your first visit.
7. Summary

Go over what you have done together as you did during your first visit. Review the time for your next visit. This is important in case there might be some special problem such as a doctor's visit, etc.

Visits No. 7 and No. 8

These visits should be carried on just as the others were but, since you are coming to the end of the course, it is suggested that you mention this to your learning partner. You may want to mention how many visits are remaining. You might also want to ask if there is a particular point or question that your learning partner would want to have answered.

For visit No. 8 you will be given a form to fill out with your learning partner. Bring it to your last class and give it to the teacher. The purpose of this form is to get the ideas of your learning partner about what was done well and suggestions to improve the program.

CLOSING THE PROGRAM:

The Last Visit (Visit No. 9)

Conduct this visit as you did the others. Your learning partner should be reminded that this is the last visit scheduled. This is a good time to review the course and the entire program.

HOMEBOUND ELDERLY EDUCATION
PROGRAM DESCRIPTION

PURPOSE OF THE PROGRAM:

This is a program to share an educational experience with the homebound adult student. It has been done in New York City and in upstate New York and is now being tried in the Albany area.

The key person in this program is the Learning Companion who is a volunteer enrolled in a nine-week course. In between the classes, the Learning Companion will schedule a one-hour weekly visit with an assigned homebound adult for the purpose of sharing the class material.

GOALS AND BENEFITS OF THE PROGRAM:

The goals of this program are to:

*Make friends through learning.
*Enrich lives for the participants.
*Make television viewing and reading more interesting, meaningful, and pleasurable.
*Give a feeling of accomplishment by learning new things.

There are many benefits of this program both to the Homebound Adult Learner and to the Learning Companion.

*Many older adults have a great thirst for knowledge.
*Older adults can satisfy intellectual curiosity - long neglected areas of interest can be explored.
*Older adults have earned the right to education from our society. They have paid taxes and contributed their efforts, abilities, and services for many years.
*Most older adults do not seek credit or degrees but rather the knowledge to be gained, the opportunity for interesting discussion, and the excitement of new ideas from education.

SCOPE OF THE PROGRAM:

The volunteer will be taught two things: (a) the course material; and (b) how to share it with the homebound person. Orientation and weekly discussions will include many ways of teaching and ideas for sharing the information learned.

The courses offered are:

TUNING IN TO SOAP OPERAS

Gain a deeper insight into the lives of people through the personalities and problems portrayed in the soap operas. Millions of viewers know that soap opera characters reflect the lives of ourselves and people we know.
Teacher: Donna Lamkin, a faculty member of the School of Social Welfare of SUNYA, has been a long-time fan of the soap opera and enjoys sharing the experience of the characters with others.

BIRDS AROUND US

Listen to current information on the spring bird scene. Learn identification clues such as color, size, shape, and behavior and habitat of about fifty birds that one could see here in the Albany area.
Teacher: Bob Marx, past president of the Hudson-Mohawk Bird Club, co-editor of Dial-A-Bird, bird photographer, lectures and presents his original sound and slide programs at various clubs and group meetings.

OURSELVES IN WRITING

Everyone has a story tucked away! This course will help develop these stories in writing. Tall tales, figments of the imagination, and experiences will be shared.
Teacher: Shirley Nelson, author and teacher, will help develop your experiences into delightful stories.

VISIONS IN POETRY

Learn to express a feeling, a memory, thoughts about a person, animal or event - all in poetry - have fun with words.
Teacher: Lynne Lifshin, teacher and poet, will teach, in her own special way, the skills of writing poetry.

June 12,1980

Ms.Sylvia Argow
2075 Grand Concourse
Bronx,N.Y. 10453

LETTER FROM A HOMEBOUND STUDENT TO HER LEARNING COMPANION

Dear Sylvia:-

Being homebound and bedridden, I thought I did not want to be bothered with the 'American Short Story' when Connie Gamson, a social worker associated with the Bronx Jewish Community Councils, called and told me about the program. I just was not interested, but I was wrong when I told myself that nothing spiritual could ever penetrate my pain-wracked body. I was in sheer despair. Feeling that nothing was left, I had no desire for anything. However, I did start the course and I began to see a mirage in the beautiful magic of words, music, laughter and serenity in a world bereft of pain and anguish, a beautiful world of kindness, understanding, goodness, joy and contentment. I pray that I shall never again sink into depths of despair, misery and agony, as I felt before I met you. But if it should happen again, I will read the beautiful poems you wrote, which you so generously presented to me. I will always cherish them, never tire of reading them over and over again. If there was such a thing as a window to my heart, you could see my greatful appreciation. I want to thank you for breaking up the monotony of the agonizing pain that exists in my body.

I am truly sorry that the program ended. You will never know how much your visit meant to me, but I am very greatful that I was lucky to have been chosen as a participant of the American Short Story Program. My heartfelt thanks for your patience and understanding. I enjoyed listening to the short stories which you read to me as well as the most interesting discussions we had after the reading. It completely took me out of my doldrums and I felt that once again I became someone of importance to myself. At those times, I became

-over-

so involved in the discussions that I completely forgot my problems and primarily my pain.

Being home with an attendant is far better for the moral than having to be confined to a hospital or nursing home where one has to conform to rules and regulations. Sylvia, you can rest assured that since I have had the aforegoing experience, I truly cherish all the familiar things in the environment of my own home.

I also want to thank Connie Gemson who was instrumental in bringing me together with you. It is a wonderful thing when a spirit that has been lying dormant for lack of interest, is suddenly awakened. I feel very proud to have been chosen for this program and all the pleasures it afforded me. Sylvia, you are a lady with patience, talent and understanding and I am ever greatful that you made me forget my pain-wracked body even for a little while and perhaps for a time after you left.

Sincerely,

Augusta Hartman

Augusta Hartman
'Homebound Buddy'

790 Grand Concourse
Bronx, N.Y. 10451

May 51,1980
NYC Community College
Div. of Continuing Education

LETTER FROM A LEARNING COMPANION PARTICIPATING IN THE PROGRAM

TO WHOM IT MAY CONCERN:

Mrs. Augusta Hartman, a Bronx Resident was a delightful lady to have as a "Buddy" for homebound relaying of the American Short Story literary course given at the YM/YWHA -- 1130 Grand Concourse, Bronx, N.Y. We were most fortunate in having as our instructor Robert Disch, Professor of English Literature at NYC Community College. He has magnetized us with his personality as well as profounding us with his wealth of knowledge.

I, too, have been fortunate that my buddy was a very bright and interesting lady who said, and I quote "That my association with her in relaying this wonderful course has given her a new lease on life, and it has made her very much aware of poetry and English Literature through the medium of the"American Short Story"

I am very pleased that I have been instrumental in adding my little share to her happiness and I hope, to her well being.

Sylvia Argow, Sr. Citizen
Member of YM/YW Hebrew Assoc.
1130 Grand Concourse, Bx, NY 10456

Copy to: Augusta Hartman
Robert Disch

POETRY/LIFE REVIEW

UNITED NEIGHBORHOOD HOUSES

COURSE OUTLINE FOR ELDERLY HOMEBOUND PROGRAM

REMININISCENSE THROUGH LIFE REVIEW

Goals:

1. Facilitate evaluation of life experiences of participants (clients and Senior Companions)
2. Reduce isolation of homebound clients by providing them with an opportunity to contribute their life experiences to a booklet which will be shared with others.

Objectives

1. Provide each participant with an opportunity to complete a formal Life Review and informally reflec-t upon their life experiences through the use of poetry.
2. Teach Senior Companions/Learning Companions a new technique for relating to their clients.
3. Compile a collection of Life Review exerpts contributed by Senior Companions and clients.

Course Content and Methodology

Life Review will be used as a technique for stimulating remininiscense in the Senior Companions and clients.

Nonstructured Life Review

The first session would include an overview of Life Review (significance and some ways in which it has been used, e.g., working through unresolved confliects). During each session, the instructor could read a poem/poetry which deals with basic issues, e.g., death, loneliness, old age, marriage, relationship to children, etc. Senior Companions would be asked to respond. How do they feel? What is their interpretation? Most important, they would be asked to relate this to their own life. Out of the group discussions, the instructor could develop group poems. Participants would be encouraged to bring in poems. Homework assignment might be a poem which the Senior Companions would use to elicit clients' reflection on life experiences.

Structured Life Review

In addition, the Senior Companions would be given a questionnaire to develop an "outline of life." They would be instructed on its use. This might also be a place to review interviewing techniques. The Senior Companions would be asked to administer this to their clients who would be given the opportunity to respond on tape.

Teacher Visit to an Elderly Homebound Student

Linda Black taught Current Events to a class of 55 students at United Neighborhood Houses. This included 21 Learning Companions who attended class and 34 students who were homebound. Ms. Black visited four of these homebound students to assess their reactions to the course.

Ms. Black incorporated into her weekly class sessions various ideas, articles and artifacts shared with her by the homebound students she visited. The following are excerpts from her reports on visits to the homebound:

Linda Black	Current Events Course
January, 1980	United Neighborhood Houses

Visit to Mrs. M.

Mrs. M. had turned in a lot of homework assignments and when I was talking to her in her apartment, she gave me an idea which I used in class. She mentioned that she had watched the movie, "Dr. Zhivago" on television. In our next class, during our discussion of U.S.-Soviet relations, I used Boris Pasternak's poetry to illustrate some of the ideas which we were discussing.

Mrs. M. on her own, brought up many of the topics that we had discussed in class including, the presidential candidates, the hostages being held in Iran, and what we would have to do to improve the environment.

Mrs. M. and her Learning Companion like crocheting together. Mrs. M. told us that she started at age 15 making hats in a store and she described how hats used to be made. She had a picture of her granddaughter who sometimes came to visit her and for whom she had some clothing. The Learning Companion told me that Mrs. M. had many friends who often called her.

The next time that the class met, Mrs. M's Learning Companion told me that she and Mrs. M. had discussed this visit for days.

Student Poetry from the Poetry/Life Review Course

MIXED UP

The world is beautiful, but let us not close our eyes to the things that are wrong in it.

I am a tiger and I wish I could fix all to make some things right.

I go to my lair and ponder my thoughts.

The trains are like caterpillers.

What happened to you? You are so sad.

My life is made of ups and downs, mostly downs.

A group of children going to an outing passed me on the streets; they reminded me of a bouquet of flowers in their bright summer dresses.

If I don't get there on time, I will really feel angry.

With my luck, I feel anything can happen; at times not always good.

Angelina Carlo

NO NOTHING

I talk only one word English.

The other day I supposed to send

for my daughter to the school.

No lunch, no nothing

I no prepare

Cause I no read English

When I go to the store.

Felipe G.

WISHES

I reach for the stars, sometimes at night I gaze at the dark velvety sky. I see Andromeda.

I wonder what it really feels like to be in orbit and feel weightless.

I want to do something foolish--like buying something I really don't need.

I wish I were a bellet dancer; dancing in a field of wildflowers.

The picture on my living room wall of a little girl with beautiful dark eyes reminds me of a child patiently waiting for something nice to happen.

I lost my clutch purse containing my half-fare pass and my ID card for drugs. I felt very depressed.

I feel like a flower happy to be outdoors and enjoy the golden summer days.

Angelina Carlo

NINETY YEARS YOUNG

She was asked about a birthday gift she would like to have

"A cigaret lighter," was grandma's answer.

"Grandma!" exclaimed the grandchildren, "at the age of 90,

do you intend to start smoking?"

"No," she answered, "I don't need it for smoking, but to burn

the 65 year old man's beard if he comes once more to kiss me".

Don Ricardo, Homebound Client

Leon Stobnick, Learning Companion

THE SKY

I love to look at the sky.

Some mysteries must be there.

Everyone should have a story.

The stars make me dream pretty.

I always think that there is a very special people over there.

Julia Menar

POEM WITH CHAIR

So many things I want

I reach for the light to brighten my home

Something I see, my sister's picture that I look at often

I want to get well to do some of the things I would like to do

I hope that some day the world will be at peace

I wish for the day my feet will get stronger

I lost my companion--my dear husband

I feel like having a good time

Frances Jones

QUESTIONS AND ANSWERS

Daydreams are nice, but where can they take you?

I feel strong...I can escape from the world if I want to

We use some experiences as crutches

What happens if I can't get off at my train stop?

My hopes were almost fulfilled

My head was turned by flattery

But I was soon back on the ground

If the phone rings again, I'll go crazy

Why was I the one who was on the outside looking in?

Frances Jones

THE FIRST KISS

My first kiss came from a teen-age girl.
Unexpectedly, impetuously and wild
it fell on my lips with the thrust
of a rapacious bird who precipitates
piercing the prey with its beak.

In spite of its brief duration,
the impact, although many years passed,
still lingers on my lips.
And later kisses haven't been able
to obliterate the first one,
as if sare-guarding jealously
the invaded place.

Kissing is not my forte
In my opinion,
a kiss is sacro-sanct
to be held in reverance
for the only person one dreams of.

The first kiss I was captiviated with
didn't come from the girl of my dreams,
that kiss was free from sensual desire,
it was a kiss of goodbye, of a cry
as if boreboding
I never to meet again her-
my sister.

Leon Stobnick

A LINK OF BEADS

My first job was in Manchester, England. I was fourteen years old and ready for work. I got a job in a men's cap factory; packing the caps in cartons ready to be shipped. I liked what I was doing and the people I worked with were very nice. So was my boss. His name was Nathan Marks. Friday, I got paid. I felt so good. My first paycheck. I brought the money home to my parents. They gave me three shillings for spending money. I went and bought myself a pair of silk stockings and a link of beads. It made me feel real grown-up. I worked there for a year and a half, then I had to leave. My family was going to America. I said goodbye to the people I became friends with. My boss wrote a letter stating my good qualifications. The letter read that I was honest and a very good worker. The letter came in handy later on in life.

Mary Weiner, Homebound Student
Dora DePass, Learning Companion

MY FIRST DAY IN AMERICA

I was amazed at the tall buildings. I could not stop looking at them. The next day, my brother took me to the automat. I was flabbergasted when I saw the way the food came out of the machines. I said to my brother this can only happen in America. After a tired and exhausted day, we came home, spoke awhile and then went to bed.

Mary Weiner, Homebound Student
Dora DePass, Learning Companion

A FEW YEARS BACK

When I was 15, out of school, my parents moved from New York to Brooklyn. There was no high school within walking distance and being handicapped, I was unable to travel in cars. I got the urge to go to work. My older sister encouraged me to apply for a job in a millinery store that wanted a learner. After I got the job at $5.00 a week, I decided to register at a school nearby that had classes at night. I took up business English and Bookkeeping, but never used it. I became a full-fledged milliner and saleslady within six months. I stayed with the millinery business for 22 years. I can't complain about my life. I am very thankful.

A few years back--not quite a few years back to be exact, I was supposed to be matron of honor for my best girl friend. Everything went along very good. Being a milliner, I made the hats for the bride and myself. The best man suggested that he pick me up, but a young man who was in the wedding party as an usher said as long as he had to pass my house, he would pick me up. Well, in the end, they got mixed up and they both went off without me. But, it has a very good ending. The best man came back for me. Alls well that ends well.

Mary McGinley

TO: PETER OPPENHEIMER - NEW YORK CITY TECHNICAL COLLEGE
COORDINATOR OF ADULT PROGRAMS
ELDERLY HOMEBOUND PROGRAM

FROM: MARY NOBERINI

RE: EVALUATION AND RECOMMENDATIONS FROM PSYCHOLOGY COURSE AT THE HEBREW HOME FOR THE AGED AT RIVERDALE

This is to give you my impressions of the Psychology course which I taught at The Hebrew Home this past summer.

Overall, I would say that it was extremely effective in reaching classroom participants. A core of about eight students came to class regularly despite serious bouts with a wide range of chronic illnesses. A number of other students participated intermittently but preferred to stay in their rooms on "bad" days. All were enthusiastic, grateful and extremely impressed with the opportunity to take a college course. Students worked hard to understand new concepts and were delighted when, after some difficulty, the light finally dawned. One student for instance grappled for some time with a perceptual illusion I had provided. When she finally grasped the implications, she jumped to her feet, waving her paper and shouted, "I'm not too old! You see, I'm not too old!"

A few problems arose in dealing with classroom participants. Students expressed unwillingness to participate freely in class discussion unless the discussion was highly focussed. They indicated clearly that they preferred the lecture method of instruction and were only willing to discuss issues that arose in that context. Students pointed out that:

1. they wanted a "real" college course, real being equated with the lecture method

2. they did not wish to talk about television shows which they considered frivolous and non-academic. Moreover, they claimed that students who did not own their own television sets had no control over programs selected for Hebrew Home viewing at a particular hour

3a. they had ample opportunity for "life review" discussions through other programs offered at the Home and talking about their past experiences did not meet their expectations of a psychology course

3b. they similarly had little tolerance for being subjected to the rehashing of other people's lives

Over the first four weeks of the course, I responded to these complaints by moving increasingly from my initial discussion approach to the lecture method and using psychological terminology more frequently. I reached a point where students were satisfied when I prepared simplified undergraduate lectures with elaborate explanations of new concepts and much repetition. In this context, students seemed quite capable of developing their own discussions. For example, when I described child psychology as the study of normal development in children, one particularly sharp student responded, "Ah, but the problem there is what is normal?" A vigorous discussion ensued.

Another problem I experienced in dealing with classroom participants concerns the treatment of ill students. In a nursing home setting, students sometimes become ill for periods of weeks, effectively terminating their classroom participation. Other students have "bad days" and simply don't feel up to leaving their rooms for one particular lecture day. In my experience, at least, the response of other students is not typically helpful. Students in my class articulated the belief that when you are in a nursing home it is desirable to avoid becoming involved in other people's illnesses.

I believe an effective solution to the problem of illness could be developed by redefining the role of the home or roombound participant so that it fits the specific needs of institutionalized adults. Further explanation follows my evaluation of the roombound learning experience.

The roombound participant part of the course had severe flaws. Despite follow-up efforts on my part and on the part of cooperating Hebrew Home staff, few classroom participants reported fruitful interactions with their roombound counterparts. I believe that the basis of this problem lies in the definition of "roombound" in the nursing home context. In a good nursing home, or at least at the Hebrew Home, all residents, no matter how unwell, are strongly urged to be up and about. Truly roombound patients are either critically ill or severely mentally deteriorated. Accordingly, nearly all residents truly interested in the psychology course wanted to be classroom participants. The selection of "roombound" became for the most part a job of finding agreeable individuals who were not sufficiently motivated to find their way downstairs to the classroom. It is, therefore, not surprising that these same individuals were not willing to extend themselves greatly to cooperate with their classroom counterparts. They were often asleep, tired, disagreeable or otherwise unavailable when classroom participants attempted to reach them. Only two roombound participants did not fit this description. One worked for pay during lecture hours and was sufficiently interested to speak with her classroom counterpart regularly. The other inquired shortly after the course began as to whether she could come to the classroom. Having received a positive answer, she showed up at lectures regularly, effectively becoming a classroom participant.

Another problem with the "roombound" part of the program concerned expectations with regard to the classroom participant. These students experienced grave doubts about their ability to adequately communicate some of the rather sophisticated concepts described in my lectures. They also complained bitterly about the obvious lack of interest and appreciation on the part of the roombound. One bright student dropped out of the course in protest against the requirement that she talk regularly with a roombound person. When I went to speak to her in an effort to convince her to return, she declared firmly that none of the roombound were really interested and that she would have no part of a course which included such an arrangement. Quite honestly, I think it unrealistic to expect a group of chronically ill, institutionalized elderly to both motivate and instruct their disinterested peers.

As I mentioned earlier in this report, I believe that a redefinition of the concept of "homebound/roombound" would facilitate your program's effectiveness in institutional settings. One can argue with great accuracy that all institutionalized people are "homebound/roombound", and in fact almost all do have days when they do not feel like leaving their beds. Trying to create two groups, classroom and roombound, introduces an artificial distinction and works actively against institutional efforts to motivate residents to leave their rooms. Instead I suggest encouraging all interested residents to attend classroom lectures. Each participant would be assigned a "Buddy" in the traditional "Buddy System". If a participant should become ill or feel incapable of leaving his room for a particular lecture, his buddy would be expected to visit him and bring him up-to-date on lecture material. I believe this approach would be effective in solving two important problems discussed previously in this report. First, and most important, it adapts the roombound concept to fit well into the institutional setting, and second, it solves the problem of coping with illness in the ranks of the classroom participant. In essence, the classroom student would also be the roombound student on occasions when he was truly too ill to leave his room.

All students would be well motivated. All students would be personally involved in the prestigious classroom situation learning from the "respected" professor. No student would be required to struggle weekly to explain difficult material to a disinteredted listener. Instead he would simply be required to explain to his buddy, who already has acquired some classroom sophistication, what information he had missed on a particular day. Perhaps buddies could also be given questions to discuss during the week and asked to report on their conclusions during a classroom session.

Needless to say, the model I have described needs more extensive consideration. What would happen, for instance, if two buddies were both ill on the same day? This and other similar potential problems obviously need to be uncovered and discussed. Rochel Berman of The Hebrew Home and I would be most interested in working with you to further developing such a model and to test it at The Hebrew Home. Would you be interested? I believe a joint effort might produce a really effective approach to institutionalized learning and perhaps even a creditable publication.

New York City Technical College - Division of Continuing Education

Elderly Homebound Program

1980-81

REQUESTS FOR MANUAL

1. University of Arkansas
   Donnie Dutton - Coordinator - Adult Education
2. Office of Work with Adults
   Richard J. Lippin - Adult Specialist
3. University of Wisconsin - Stevens Point
   Dr. Burdette W. Eagon - Dean Academic - Support Programs
4. Lancaster Lebanon Intermediate Unit - Lebanon, PA
   John A. Heisey - Director
5. Texas A & M University - College Station, Texas
   Dr. Paulette T. Beatty - Assistant Professor
6. Community Resource Center - New Brighton, MN
   Jo Ann Valley - Supervisor
7. Dundalk Community College, Maryland
   Norma S. Tucker - Director of Continuing Education
8. University of Maine at Farmington, ME
   Dean David Fearson - Public Service Division
9. Arizona Department of Education
   Kathryn A. Kilroy - Director - Adult Vocational Education
10. Division of Occupational Education - Westbury, New York
    Frank J. Wolff - Assistant Superintendent
11. Rhode Island College
    Patricia Stevens - Staff Assistant
12. Indiana University System
    Dennis P. Prisk - Associate Dean - School of Continuing Studies
13. Department of Education - State of Florida
    James H. Fling - Coordinator - Adult/Continuing Education
14. Illinois Central College
    Noah Hickman
15. The University of North Carolina at Chapel Hill
    Morton I. Teicher - Dean - School of Social Work

16. First Baptist Church - Elder, Missouri
    Arnim Ray - Assistant Pastor

17. Region III Adult Education Service Center - Springfield, Illinois
    Robert J. Marcy - Assistant Coordinator

18. Garden City Public Schools - Garden City, Michigan
    Cheryl Willett - Director - Community & Information Services

19. Lois Janis
    North Hollywood, California

20. Center for Geriatrics - New York
    Gerta Gruen

21. University of Wisconsin - Madison, Wisconsin
    Marie Salem - The Faye McBeath Institute on Aging and Adult Life

22. City of Los Angeles Agency on Aging
    Richard A. Lieboff - Planner

23. Camden Country College - Blackwood, N.J.
    Nancy Mattis

24. Connecticut Adult Basic Education
    Staff Development Project - Hartford, CT

25. Chadron State College - Chadron, Nebraska
    Joseph J. Nayduciak - Director

26. Rutgers, The State University of Jersey
    Iris Bauman

27. County College of Morris - Randolph Township, N.J.
    Linda H. Lower

28. The Elder Craftsman - New York
    Gerri Wasserman - Director

29. Community Education - Holland, MI
    Terry Moore

30. Ora Kirland - Hempstead, N.Y.

31. Martha Brown - New York

32. Senior Health Program - New York
    Maria A. Marjan

33. Carole Schaffer - Brooklyn, N.Y.

34. Delphine Arthur, ORT - New York

35. California State University & College
    Dr. Donald W. Fletcher - Associate Dean

36. Norma Agranoff - Spring Valley, N.Y.

37. Employment & Training Program - Trenton, N.J.
Sydelle Norris - Director

38. Burlington County Office on Aging - Lumberton Road - Mt. Holly, N.J.
Linda Coffey - Director

39. The University of Texas at Austin - Department of Continuing and Higher Education
Carol Kasworm - Assistant Professor

40. Institute of Gerontology - University of Michigan - Wayne State University
Willie M. Edwards - Librarian

41. Sisters of Charity - Northern Province - Jersey City, N.J.
Sister Mary Pauline Hogan

42. Region Two Area Agency on Aging - West Chicago, Ill
Jeanne VanKirk - Training Specialist

43. Bartlet High School - Webster, MA

44. Governor's Commission on Aging - Office of Elderly Affairs - Salem, Oregon

45. RAI-Retirement Advisors - New York
Kathryn Sweeney - Research Assistant

46. The Henry J. Kaiser Family Foundation - Palo Alto, California
Robert G. Lindee - Vice-President

47. The Robert Wood Johnson Foundation - Princeton, N.J.
Margeret E. Mahoney - Vice-President

48. Xerox Fund - Stamford, CT
E.F. Truschke - Manager

49. The Doris Duke Foundation, Inc. - Somerville, N.J.

50. The Merck Company Foundation - Rahway, N.J.
Grace M. Winterling - President

51. Fannie E. Rippel Foundation - Morristown, N.J.
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53. New York Foundation - New York
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    Herbert B. West - Director

55. Hearst Foundation - New York
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    John D. Warren - President

81. Morris Morgenstein Foundation - Rocekville Center, New York
    Hannah Klein - Executive Director

82. Baltimore County Public Library - Towson, Maryland
    Kathy J. Coster - Media Production Specialist

83. LaFerge Lifelong Learning Institute, Inc. - Milwaukee, Wisconsin
    S. Norena Kinsey

84. Western Michigan University - Kalamazoo, Michigan
    Ellen Page-Robin - Director

85. Sam Lissitz - Beaverton, Oregon

A copy of the manual was also mailed to 116 individuals and organizations on the mailing list of the Institute of Study for Older Adults.

WONDERFUL WORLD OF ELDERS

LEARNING AND SHARING

VOL. I, NO. 1 JUNE 1981 EDITOR: EARLESE BEAMON

ELDERLY HOMEBOUND PROGRAM

NEW YORK CITY TECHNICAL COLLEGE
DIVISION OF CONTINUING EDUCATION
INSTITUTE OF STUDY FOR OLDER ADULTS
450 WEST 41ST STREET, NEW YORK, N. Y. 10036 (212) 239-1620
FUNDED BY: NEW YORK STATE DEPARTMENT OF EDUCATION
TITLE I, HIGHER EDUCATION ACT, 1965

DESCRIPTION OF ...

ELDERLY HOMEBOUND PROGRAM

The elderly homebound program began in 1978 at New York City Technical College and is funded by the State Department of Education, under Title V of the Higher Education Act. The program makes it possible for the homebound older adults to participate in a learning experience through the peer teachers. The program trains older adults- Learning Companions- to share tuition-free, liberal arts courses with homebound elders. All courses are given off-campus at convenient community locations.

While taking the course, each learning companion visits one homebound elder in his/her neighborhood. The learning companions transmit course content to the homebound students during these visits and both exchange thoughts and ideas on the subject. This learning and sharing approach enhances what learning companions learn in the class and provides the homebound student with an opportunity to engage in intellectually stimulating discussion. Both the learning companions and homebound students receive certificates from New York City Technical College at the completion of the course.

This innovative program has provided an education and social service to hundreds of elderly homebound throughout New York City and upstate New York. The program has enlightend the world of homebound elders who are often an isolated and forgotten segment of society.

* * *

FROM THE DESK OF...

Dear Readers:

This year, we are proud to announce the success of the elderly homebound program, a visionary outreach program, which has provided a vital educational and social service to numerous homebound elders throughout New York City and upstate. Just think,this year, our program has paved new avenues by implementing homebound courses in communities that have never received the service and has enlarged the world of homebound elders.

The staff and advisory committee members of the elderly homebound program are currently in the process of exploring various funding sources,to assure the continuation of the program. We look toward the future with strong anticipation, hoping our program will continue next year. We are all hoping for the best.

Sincerely,

Earlese Beamon, Editor
Graduate Student Intern
Elderly Homebound Program

TALENT CORNER. . .

OLDER ADULT STUDENTS GIVE THROUGH THEIR TALENTS

THE ECHO
(THE DAUGHTER'S POINT OF VIEW)

"I don't remember mother's love.
I was brought up by household help
I went to boarding school, then college.
We corresponded. When one writes,
Expressions hide true feeling,
But I could sense the strange dependence
On Prue my mother had.
She clung to Prue
For she was weak and troubled.
She wanted to relax and to forget.
So easy going.
After the sad affair with dad
How could she?

" I never liked her Prue
She was peculiar.
It was not normal. This
Strange relationship
Between her and ma.
She bossed my mother.
I cannot let her boss me too.
I cannot stand the sight of her
Oh, what's the use."

(Alienation was complete
When daughter reached maturity.
To be invited as a guest to mother's
house
Stung like a hard slap, even more

Because another woman filled the void
Of mother's life, with child away
So many thousand miles from home)

"I know my mother would choose Prue
To be with her, and not her daughter.
Oh, God, I could not stand Prue touch me,
She threw some water in my face
Just like...I don't want to remember.
I hate them all.
I hit and clawed her. I was mad,
Out of control.
Deep in my heart I wished her dead
I wished to free my mother.
I went back to the States
Alone with guide
Just as I came alone
With no one there to meet me
And no one here to care".

By Sophie Lipscher
Learning Companion
The American Short Story
Bronx YM-YWHA Senior
Center- January, 1981

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PEARLS OF WISDOM

For the unlearned, old age is winter;
For the learned, it is the season of harvest.

Hasidic Saying

The essence of age is intellect.

Ralph Waldo Emerson

There is a wicked inclination in most people to suppose an old man decayed in his intellect. If a young or middle -aged man, when leaving company, does not recollect where he laid his hat, it is nothing, but if the same attention is discovered in an old man, people will shrug up their shoulders and say, "His memory is going".

Samuel Johnson

If wrinkles must be written upon our brows, let them not be written upon the heart.
The spirit should not grow old.

James A. Garfield

And there is healing in old trees,
Old streets a glamour hold;
Why may not I, as well as these,
Grow lovely, growing old?

Karle Wilson Baker

TEACHER'S CORNER ....

Since it's inception, The Elderly Homebound Program has provided older students with professional, competent and sensitive teachers to assure that elders learning experiences are rewarding. This year, our teachers have continued to teach older students on a high quality level. Teachers in The Elderly Homebound Program are ever striving to stimulate the intellect of older students, encouraging them to express their ideas and experiences and instructing them on how to share what they've learned with their peers. The teachers in The Elderly Homebound Program have played a major role in helping our program reach its goal and ultimate success.

"TEACHERS SPEAK OUT"

In Psychology of Everyday Living And Current Events

A homebound course is presently being conducted at The Allen AME Community Senior Citizens Center in Jamaica, Queens. This course appears to be successful both from the standpoint of the homebound students as well as the learning companions. The attendance rate is excellent and the students are highly motivated and interested. Each learning companion participating in the course is visiting one homebound student. The students appear to understand their roles as visitors and information sharers. They are all prepared to make the ten week commitment necessary to complete the course.

Mrs. Mary Noone, Teacher
Allen Community Senior
Citizens Center
"Psychology of Everyday Living and
Current Events"

The homebound course,held at the Bronx YM-YWHA Senior Citizens Center,was on "The American Short Story". Each class was comprised of the reading of a short story, followed by discussion, with ten minutes at the end devoted to sharing the experiences of learning companions with home visits. Most weeks, I gave the learning companions an additional story to read at home, which they shared with the homebound students and discussed in class. The students read about fifteen stories in ten weeks. There never seemed to be enough time. The discussions in the class were always heated and often emotional, but all seemed to be uplifted by them.

Ms. Dina McClellan, Teacher
Bronx YM-YWHA Senior
Citizens Center
"The American Short Story"

A VISIT TO ....

On January 16, 1981, five advisory committee members of The Elderly Homebound Program visited a homebound class on "Psychology of Everyday Living" at The Federation of the Handicapped, CETA Home Health Aide Training Program in Manhattan. The purpose of the visit was to allow advisory committee members an opportunity to observe a homebound class and make recommendations, suggestions or comments regarding the program and future courses.

Advisory Members' Comments on this Class:

"I was impressed by the rapport between the learning companions and homebound students. The teacher instructed the class in a cohesive manner and had good interaction with students, although some were reticient and shy ".

Florence Haglund
Park Slope Senior Citizens
Center

" I was impressed by the teacher's knowledge of the subject matter. The program is reaching people's lives".

David Rosen
WNET/Thirteen

"I observed during my visit that there was good interaction between the students and teachers ".

Francesca Flanders
Coordinator of CETA
Home Health Aide Training
Program

STUDENT'S CORNER...

"WE'RE NEVER TOO OLD"

Mrs. Leah Gottesman, who has recently received a B.S. degree in Theology at Touro College, frequently speaks at various community organizations and plays the piano. She's only just begun at age 65 plus.

Learning Companion
Bronx YM-YWHA
Senior Citizens Center

Mrs. Esther Poyourow is an active contributor to The Bronx YM-YWHA Senior Press. She has attended homebound classes on occasions and is a member of the Senior Center's Executive Board and advisory committee. She currently participates in the short stories discussion group and chairs the Social Action group at The Bronx YM-YWHA Senior Citizens Center. She never says,"I can't", at age 81.

Homebound Student
Bronx YM-YWHA
Senior Citizens Center

THE ELDERLY HOMEBOUND PROGRAM IS...

" The program is good because it teaches you about people. It's a great experience, as it is a way of helping one another".

Ms. Lillie McDaniels
Learning Companion
Psychology of Everyday Living
Federation of the Handicapped(CETA)

"I'm very excited about the Elderly Homebound Program. The visiting component of the program is always meaningful, as it helped me to bring new information to my homebound student. I hope the program will continue in the future".

Mrs. Ana Rabinowitz
Learning Companion
Psychology of Everyday Living
Federation of the Handicapped(CETA)

" I think the program is delightful and interesting. When possible, I attended the class. I hope the program will continue. I'm sad the course is ending".

Mrs. Lillian Cohen
Homebound Student
The American Short Story
Bronx YM-YWHA Senior Citizens Center

" I have found the Elderly Homebound Program to be both enjoyable and interesting. I am visiting two homebound students and share what I've learned in the class".

Mrs. Margaret Smith
Learning Companion
Allen Community Senior Citizens Center
Psychology of Everyday Living and Current Events

DESCRIPTION OF A ....

Homebound Course at The Allen Community Senior Citizens Center

Older adults participate with increasing frequency in formal learning.

The Allen Community Senior Citizens Center, located in Jamaica, Queens, is a predominately Black center which offers a host of activities to senior citizens including homebound elders. The senior center serves 200 elderly daily. The Allen Community Senior Citizens Center is currently offering a course in "Psychology of Everyday Living and Current Events". The number of students involved in the course is relatively large. It is composed of 17 learning companions who are each visiting at least one homebound student and a couple of the learning companions visiting more than one. The students view the course as a commitment and a true learning experience.

DIRECTOR SPEAKS OUT....

I think the Elderly Homebound Program is fantastic. I was both thrilled and delighted with its success at our senior citizen center. The course, "Psychology of Everyday Living and Current Events", has proven to be very informative for all participating older adults. We have been honored to be selected to participate in the program. I sincerely thank the staff of The Elderly Homebound Program for bringing, for the first time to The Allen Community Senior Citizens Center and the Jamaica community,,this vital, educational service.

Ernestine Bethel, Director of
The Allen Community Senior
Citizens Center, Jamaica,Queens

GRADUATION

For the past two years, The Elderly Homebound Program has provided an educational service at The Bronx YM-YWHA Senior Citizens Center. This particular senior center recently conducted a homebound course on "The American Short Story". On March 10, 1981, a graduation was held at The Bronx YM-YWHA Senior Citizens Center. Mrs. Kramer, director of the senior center spoke a few words to the graduating students. Ms. McClellan, the teacher, also spoke to the graduating class. Afterward, whe handed out certificates to each student with a kiss and a handshake. Ms. McClellan called out the names of all graduating homebound students, emphasizing that they, too, were a part of the class,even though they could not be present. "Honorary certificates" were given to two regular students in the class who could not for various reasons visit homebound students. The new graduates beamed proudly as they were given a round of applause that was truly heartfelt.

FROM THE DESK OF....

The graduation was lovely and provided a significant meaning to all graduating students. On the day of the graduation, a woman present said that her sister, who was a homebound student in the course on "The American Short Story", was proud to receive an official certificate from New York City Technical College. The completion of the course gave her a sense of accomplishment.

Mrs. Edith Schwartz
Assistant Director
Bronx YM-YWHA Senior Citizens
Center

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INFORMATION AND ENTERTAINMENT

THINGS TO KNOW AND THINGS TO DO

SENIORS ON CAMPUS

Last year, 13,000 persons over age 60 traveled to colleges away from home, living in dormitories, took part in campus life and attended low-cost, one week educational programs. They were participants in the Elderhostel residential academic program for older adults. This year the Elderhostel idea, a concept which is just five years old, will be available in all 50 states. Elderhostelers will be able to chart educational and travel itineraries in all sections of the country. The maximum cost for a week in any of the programs is $130 which includes room, board, tuition and extra-curricular activities.

For a catalog and registration forms, write
Elderhostel, 100 Boylston Street,
Suite 200X, Boston, Mass. 02116

Elder Craftsmen Program

It's a free,not-for-profit program, which has been in existence for twenty-five years. The purpose is to help older adults make arts and crafts and serve New York City. For further information call:

Mrs. Adelle Scheck- 861-3777
850 Lexington Avenue
New York, N. Y.

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